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ABSTRACT

The 12 issues of this newsletter focus on issues concerned with women students, faculty, and administrators in higher education. Each issue includes feature articles, news items, and profiles of significant people. The issues' main articles address: women in athletics; leadership development for women; the first year in academic administration; strategies for campus feminists; women's attitudes in the class of 2000; progress at three universities in gender equity in athletics; gender differences in administrative salaries; using the World Wide Web; minority women; conflict over the new English curriculum at Georgetown University (District of Columbia); the mental health of women in math and science; job hunting; a sex bias suit against Ohio State University; 25 years after Title IX; sexuality and academic freedom; campus politics; reduction of date rape; women student leaders; a model mentoring program; the threat of restructuring; student unrest at Mount Holyoke College (Massachusetts); today's explosion in women's sports; retention of African-American faculty women; the "servant leadership" philosophy; revisions in science teaching; re-entry women students at Canadian universities; preparing student leaders; ethical decision making; distance education; a networking model of mentoring at Purdue University (Indiana); multiculturalism; organizational planning; standardized tests; sexual harassment; women in the power structure; tensions of women faculty in the classroom; universities as moral communities; and academic couples. (DB)

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WOMEN

IN HIGHER EDUCATION

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Mary Dee Wenniger
Women in Higher Educ.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

WOMEN
IN HIGHER EDUCATION

JANUARY 1997
Volume 6, No. 1

Court Affirms Brown U's Bias Against Women Athletes

In a case heard 'round the country, supporters of female athletes on campus won big on November 21, when a U.S. appeals panel agreed that Brown University discriminated against women in 1991 by cutting varsity gymnastics and volleyball teams.

The 106-page landmark decision should jolt into action the majority of schools that still violate Title IX, the part of the 1972 Education Amendments that prohibits sex bias by schools getting federal funds. At most schools, females are a majority of students but closer to 40% of the athletes, and they receive only about 30% of the athletic resources.

"This decision is clearly a wake-up call to colleges and universities and to the country: Sex discrimination against women in athletics had better stop," said Arthur H. Bryant, executive director of Trial Lawyers for Public Justice, who with Lynette Labinger were the lead lawyers for the nine women athletes suing Brown.

Many schools had expected Brown to win, and stalled in providing equity for women athletes until the decision came. Brown is undecided whether to appeal to the Supreme Court, says spokesperson Mark Nickel.

A cause for celebration

Meanwhile, champagne corks flew as advocates of women in athletics celebrated their biggest victory in almost 25 years. "I think this decision will definitely catch the attention of universities that have been dragging their feet a little," predicted Christine Grant, who is right on the scene as director of women's athletics at the University of Iowa. "It strengthens the hand of young women who are trying to do the right thing," the gray-haired dean of women's athletics advised.

When Brown cut the two women's sports in 1991, females were more than 50% of students but only 38% of athletes. The school claims women are now 48% of its athletes.

While Brown cut the sports to save about $70,000 to help cover a $1.6 million school deficit, the case has cost an estimated $500,000 so far.

'Women don't do sports' is faulty reasoning

Particularly sweet was the victory in light of Brown's misguided argument that women are inherently less interested in athletics. To agree is "to ignore the fact that Title IX was enacted in order to remedy discrimination that results from stereotyped notions of women's interests and abilities," the court wrote. "Interest and ability rarely develop in a vacuum; they evolve as a function of opportunity and experience."

Referring to the 1996 summer Olympics, in which women won 38 of 101 U.S. medals, the court noted "Title IX has had a dramatic and positive impact on the capabilities of our women athletes, particularly in team sports."

While it stopped short of advising Brown to put its money into women's athletics rather than into an appeal, the court predicted defeat.

"Moreover, the Supreme Court has repeatedly condemned gender-based discrimination based upon 'archaic and overbroad generalizations about women'... The Court has been especially critical of the use of statistical evidence offered to prove generalized, stereotyped notions about men and women... to allow a numbers-based lack-of-interest defense to become the instrument of discrimination against the underrepresented gender would pervert the remedial purpose of Title IX."

Proportionality may be the only defense

Although the U.S. Department of Education's Office of Civil Rights, which enforces Title IX, has been hedging its bets, the courts are clearly relying on proportionality as their main test.

Currently schools are able to squeak by the OCR when their programs are clearly biased in numbers against women if they can show a continuing expansion of opportunities for women ("Hey, we're making progress. What do you expect in 25 years? Things move slow in academia.") Or if they can demonstrate meeting "interests

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and abilities" of female students ("Our women students don't want to do sports. They'd only get sweaty.")

But increasingly, the OCR's interpretation is becoming irrelevant as the courts are stepping in to decide the issue on the basis of the numbers. In fact, James E. Delany, who heads the Collegiate Commissioners Association, said, "At this point, the only really safe harbor is proportionality." Agreeing was Milton Richards, director of athletics at SUNY-Albany. "I really believe that proportionality is going to be the key issue in the future. If you're going to have a football program, you're going to need probably two or three other women's programs to be in compliance."

An NCAA representative advised women athletes not to waste time with the OCR, but go straight to court.

Information came from the *Boston Globe* on November 22 and *The Chronicle of Higher Education* on November 29, 1996.

U of Nebraska Responds to Sexual Violence by Male Athletes

Despite winning two national football titles, the University of Nebraska team has a soiled national reputation.

- Football superstar running back Lawrence Philips was reinstated to the team last year after a six-game suspension, despite his arrest for beating up his girlfriend, who played on the basketball team. In June, the university got another black eye by cutting her financial aid.
- Women athletes complained of male athletes sexually harassing them at a shared training table.
- A Gallup poll showed men on the 1994 football team were convicted of crimes more than twice as often as other males on campus.

After stonewalling for a year, university administrators responded to the obvious need to educate their athletes on respect for women. Time and future actions off the field by male athletes will tell whether their efforts are effective.

"It's always unfortunate that campus action has to come in the wake of violence," sighed Judith Kriss, director of the campus women's center, "but at least they're doing something about it."

Last fall, Chancellor James Moeser's predecessor created a Task Force on Conduct Standards and Behavior Expectations, to recommend how to improve student behavior.

Chaired by Peg Blake, director of the student health center, the task force issued 16 recommendations to the chancellor in June. Since then, she sees improvement. "It appears people are more aware of university policies and are actually following approved procedures better than in the past," she told *WIHE*. "If they do what they're told, there has been a change." Some recommendations:

- **Adopt a policy of zero-tolerance** toward abusive or violent behavior that disrupts the community by threatening anyone's health or safety.
- **Hire an outside consultant to assess the climate for women athletes on campus.** Beverly Ledbetter, VP and general counsel at Brown University, was on campus twice in November to conduct investigations and gather first-hand reports. She randomly selected women from sports rosters to interview, then expanded her circle. Her final report is expected in January.
- **Prevent students convicted of serious crimes against others from representing the university in extra-curricular activities for one year.** The chancellor agreed.
- **Assure that all reported cases of student misconduct go through the judicial affairs office**, not hushed up or handled within the unit itself, or subjected to a preliminary investigation there. In previous cases, the athletic department has "either had some misunderstanding or chose to ignore university policies," notes Blake.
- **Consistently enforce alcohol policies.** The task force found alcohol was a factor in about 90% of student violence incidents reported to university or city police. Leaders agreed to expand educational efforts.

Athletic department acts to help athletes

Blake said the athletic department has made efforts to change off-field behavior of its athletes. Two counselors, one male and one female, now each work half-time with athletes. "Women athletes now have an advocate," she said.

An anger management group for athletes has been very helpful, she said. In addition, the department set up a program to help athletes communicate with each other on relationships, sexual harassment and other issues. "In a tight community where people spend a lot of time together, it seems to work particularly well," she said.

In September, the athletic department hosted trainers from a program called Mentors in Violence Prevention (MVP) to meet with the football team, athletic department staff, and captains of all teams. The program uses former football stars to help athletes and others become positive role models in preventing violence against women. The group has set up training programs to work with athletes, using specific workbooks and structured activities on many campuses.

Also in September, Mariah Burton Nelson visited campus. Author of *The Stronger Women Get, The More Men Love Football*, she addressed about 650 athletes, students and others. An excerpt from her speech is on pages 31 and 32.

From reports in UNL's *Scarlet Letter* on June 7, 1996, Oregon State University's *The Daily Barometer* on November 11, 1996, and *WIHE* interviews.

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Federal Judge Halts U of California in Applying Prop 209 on Affirmative Action

The University of California can't end affirmative action on its nine campuses just yet, says chief U.S. District Judge Thelton Henderson. On December 6, he added the university system to a temporary restraining order preventing Gov. Pete Wilson and Atty. General Dan Lungren from enforcing the new state law, which 54% of California voters approved in November.

A federal lawsuit calls Proposition 209 biased because it maintains preferences for other groups, such as veterans, the elderly and disabled, while it outlaws those for women and minorities. In issuing the order, Judge Henderson said the civil rights group's lawsuit "demonstrated a strong possibility of success."

"Courts must look beyond the plain language of an enactment," he wrote. "The relevant question is whether, in reality, the burden imposed by a law necessarily falls on minorities and women."

Gov. Wilson tried to force the lawsuit into state court, where judges Wilson had appointed predominate. By filing in San Francisco, the civil rights groups took advantage of Henderson's expertise as a former Justice Department civil rights lawyer who is appointed for life.

Legal experts predict it will take a year for a definitive ruling. Reports are from the *Los Angeles Times* on November 20 and December 7, and the *Wisconsin State Journal* on November 30, 1996.

Nine Women Earn Rhodes Scholarships

Academia's most prestigious awards honored nine women among 32 recipients of Rhodes scholarships to Oxford University in England. Only since 1976 have women have been eligible for the competition, established at the turn of the century by the estate of Cecil Rhodes, a British philanthropist and colonist. *The Los Angeles Times* reported on December 9, 1996.

Alabama Two-Year Schools Still Lack Women Presidents Despite Court Order

Women lead only three of Alabama's 32 two-year colleges, despite a court order requiring the good old boys to have hired eight women presidents by now.

In fact, the number is decreasing instead of increasing. Five women were presidents when the settlement was reached in August 1995 to resolve a long-standing class-action lawsuit charging pervasive race and sex discrimination throughout the two-year system.

Joe Whatley, Alabama attorney general, asked the federal court in October to enforce the agreement to have eight women presidents by now.

The roadblock apparently is the selection process. The state board hires the presidents after the chancellor of post-secondary education recommends one of three finalists chosen by a search committee, according to the *Birmingham Post-Herald* of December 5, 1996.

A report by the *Mobile Press Register* on December 10 said Whatley found "substantial indications that the two-year system was not acting in good faith."

He cited a case where of the three finalists for a presidency, two males were in-state while the female candidate was out-of-state, "ensuring that the only female candidate considered is at a distinct disadvantage."

In another search earlier this year, the department failed to notify all eligible women in the settlement that it was seeking a vice chancellor. In fact, it hired a man for the post at least two weeks *before* the closing date for applications.

No More Dating Your Student or Employee At U of Colorado Under New Sex Policy

The University of Colorado has a new 14-page policy to end bias and harassment. It bans professors from dating their students and administrators from dating faculty they supervise, and sets up procedures for resolving complaints.

"This sends a big message to the 3,000 faculty members, 20,000 employees and 45,000 students at all four campuses," said CU president John Buechner. "It establishes a new level of civility on campus."

In effect immediately, the policy considers a romantic or sexual relationship between a professor and student or between employees as a "conflict of interest" and requires the professor to quit teaching the class or the student to change classes.

It also requires administrators to report sexual harassment they observe or have reported to them. Only those formally trained to resolve complaints can address them, and then only after consulting with department members who serve on committees that monitor sexual harassment.

Punishment for violations ranges from reprimands to dismissal. The Board of Regents unanimously approved the policy. Reports showed the University of Colorado spent nearly $2 million in bias and harassment case settlements since 1992. They include 191 people filing complaints or lawsuits, most on the Boulder campus, according to the *Rocky Mountain News* on November 15, 1996.

Med School Sit-In Prods U of Penn To Bar Alleged Student Rapist

Deciding what exactly to do with an accused rapist while investigators try to sort out the truth can be a tough call. At the University of Pennsylvania, administrators in the medical school barred a student from attending classes for a week, after a student sit-in demanded his ouster.

In November, a woman reported to the Women's Medical Student Association that she'd been raped in September after drinking too much with her date, a fellow first-year student at Penn.

The unidentified male was asked not to attend classes, but was provided with videotapes of the classes, under the policy that students can be placed on temporary leave if their presence is considered "a potential threat to order." He has since been allowed to return to class.

Campus debate continues on whether it is more appropriate to risk the safety of women students, or to ostracize an accused rapist who has not been formally charged. The case was reported in *The Chronicle of Higher Education* on December 13, 1996.

New Women's Pro Basketball League Considering Top College Women's Coaches

Recognizing that they'll need big-name coaches to coach big-name players like Sheryl Swoopes, Rebecca Lobo and Ruthie Bolton, the new Women's NBA is glancing toward college coaches with interest.

"If they're serious about it, and they say they are, I don't think there's any question they'd be wise in taking some of our best coaches, said Louisiana Tech coach Leon Barmore. "They understand the women's game. They understand the route they're taking."

Agreeing is Stanford University coach Tara VanDerveer, who warns that coaches won't come cheap. "I think the league will have to offer comparable packages in terms of salary, the same type of insurance, things like that," she said. "Some coaches say they're tired of recruiting, tired of this rat race. Maybe they're ready for a different kind of rat race."

Pat Summitt, coach of Tennessee's top ranked Lady Vols, has a salary of $135,000 and a package worth more than $230,000. In April, Texas Tech's Marsha Sharp signed a five-year contract worth $1 million.

Sponsored by NBA franchises in eight cities—New York, Charlotte, Cleveland, Houston, Phoenix, Salt Lake City, Sacramento and Los Angeles—WNBA teams will start play June 21, according to *The Chattanooga Times* on December 12, 1996.

Minnesota Adds Varsity Hockey for 1997; Wisconsin Waits 'til OCR Demands Equity

Tapping a native to lead its new Division I women's varsity ice hockey team for 1997, the University of Minnesota named Laura Halldorson as head coach. She played for a local team in high school before leading her Princeton University team to Ivy League titles for three years. She was an assistant at Princeton and head coach at Colby College.

"This is a big deal," Halldorson said. The first players will be celebrities and role models for little girls in Minnesota. I believe Minnesota eventually will have the strongest pool of players in the nation." Both Minnesota women's and men's ice hockey teams will have up to 18 scholarships, and must raise some funds themselves.

Meanwhile in Wisconsin, associate athletic director Cheryl Marra told the women's ice hockey club the school plans to add no new women's sports unless the Office of Civil Rights finds the school violates Title IX. The OCR received a complaint of gender bias in 1989, and the school has added women's softball and lightweight crew teams since then.

Active since 1974, the Wisconsin hockey club has about 50 players on three teams, including one in a collegiate league with Minnesota. The three teams share two sets of goalie equipment.

A front-page editorial by the *Wisconsin State Journal* on November 10, 1996 showed Wisconsin spends 70% of its athletics dollars on men, including the 107-man football team. Last year 52% of the students were women but only 40% of the athletes, according to federal reports the school filed.

The *Minnesota Women's Press* reported on the new Minnesota hockey team on November 27, 1996.

Blood Ties Help Qualified Woman Gain Trustee Seat at Arkansas's Shorter College

It helps to be getting a PhD from Princeton University, have experience as a top manager at Motorola Inc. and as a member of the admissions board at Harvard University's Graduate school of Business, where she got an undergraduate degree.

But what really paid off in Amada Sandoval recently winning a seat on the board of trustees at Shorter College AR was blood. Her maternal grandfather, the Rev. Albert Orlando Wilson, was president of the college in the 1920s-1930s, and in the 1950s.

The moral? Good old boys can help, even if they're dead.

MALE ATHLETES ACTING BADLY

Grambling State U Expels Five For Raping 15-year-old in Res Hall

Five students, including four football players, were suspended and later expelled from Grambling State University LA last month after they were jailed on charges of forcible rape and aggravated sexual battery of a 15-year-old girl.

The local teenager reportedly wandered into a student dormitory during a homecoming party.

Calling the incident "a tragic event for everybody involved," President Raymond A. Hicks said he wanted "to insure that this is an isolated incident and not representative of the football program."

Football coach Eddie Robinson successfully campaigned to keep his job for another year despite the athletes' malfeasance, losing seasons in recent years and calls for his retirement at age 77.

Reports are from the *Wisconsin State Journal* on December 7 and *The Chronicle of Higher Education* on November 29, 1996.

Virginia Tech Suspends Football Players

Charged with raping a student, Virginia Tech football players Brian Edwards and James Crawford were suspended and will not play in the Orange Bowl. They were arrested and charged with rape and attempted sodomy, and released on $45,00 bail each. They filed a $32 million lawsuit against the woman who says they raped her, says to the *Wisconsin State Journal* on December 17, 1996.

Baseball Bat Attack Leads to Arrest

Michigan football player Charles Winters was arrested for attacking his mother's ex-husband with a baseball bat in November. He will be tried on charges of assault with intent to murder, according to the *Wisconsin State Journal* on December 17, 1996.

U of Cincinnati Athlete Faces Felony

Starting University of Cincinnati basketball forward Ruben Patterson kicked in the door to a girlfriend's apartment, cutting her scalp in the process, and stole her purse. Charged with the felony of aggravated burglary, he could face up to 25 years in prison, according to *The Birmingham News* on December 12, 1996.

Five SW Michigan Athletes Expelled After Videotape Records Them in Rape

The 18-year old woman couldn't remember what happened after she got drunk and passed out at a Halloween party, but other students on campus knew.

They told her about an eight-minute videotape being circulated that clearly showed five freshmen on the Southwestern Michigan College basketball team having sex with her, while she was passed out.

She reported the attack to police three days later, after suffering complications from physical injuries received in the attack.

Despite her injuries and the tape, defense attorneys are claiming it was consensual sex. The five athletes were jailed on charges of sexual misconduct and expelled from the school. Southwestern Michigan College is a 4,000 student commuter college in Dowagiac, about 90 miles northeast of Chicago.

The athletes have refused to identify a sixth participant, according to an Associated Press report in the *Wisconsin State Journal* on November 23, 1996.

STAYING TUNED...

Two Citadel Women Cadets Attacked; HS Students Wary of School's 'About Face'

- Five student officers were relieved of their military duties and two cadets suspended after two of the four women cadets at the Citadel reportedly had nail polish poured on them and had their clothes set on fire, not once but three times.

The incidents prompted an investigation by the FBI and South Carolina's State Law Enforcement Division and sharp words from interim president Clifton Poole. "I can promise you there is going to be punishment if any of this is remotely true—severe punishment," he said.

This fall the school changed its 153-year-old males only policy and admitted four women cadets, but only after the Supreme Court ruled that a similar exclusionary policy at Virginia Military Institute was illegal.

Although the attacks occurred in November, they were reported by the brother of one of the women, also a cadet there, a month later, after the women's complaints to their cadet officers were ignored.

Other reported abuse includes male cadets entering the women's rooms in the middle of the night, prodding them with rifles, singing sexually explicit songs and dousing them with alcoholic beverages.

The father of one of the female cadets told the Charleston *Post and Courier* the women had suffered abuse since August, and it intensified after they suffered pelvic stress fractures from intensive marching and had to be excused from it.

The women moved off campus for their personal safety. Although they were taking final exams, they had not decided whether to return to the corps in January.

The Associated Press reports appeared in the *Wisconsin State Journal* on December 14, 15 and 18, 1996.

- After spending mega bucks in legal costs to bar women from their corps of cadets, the Citadel mailed more than 60,000 letters to potential female cadets in the Carolinas, Georgia, Virginia and Florida last month.

"First they're trying to keep all the females out, and now they're trying to bring them in by the busloads," commented Pat Ryan, an amused senior in Wilmington NC, according to the *Atlanta Journal-Constitution* on November 17, 1996.

VMI Accepts Four Women for 1997

Three months after its governing board reluctantly agreed to admit women instead of lose state financing after a Supreme Court decision, Virginia Military Institute has offered admission to four women and 94 men so far. They must accept by February 15.

Applications are up 35%, 345 from men and 15 from women, VMI reported.

One recruit is Lauren Wagner of Richmond VA, a lieutenant in the Civil Air Patrol. She said she'd rather attend the Air Force Academy if accepted there, because she wants to be a pilot, according to *The New York Times* and *The Birmingham News* on December 9, 1996.

U of Akron Male Prof Sees Conspiracy Against Women and Minorities

- Norris B. (Hap) Clark, director of Pan African studies at the University of Akron, has published what he calls a "conspiracy theory" of white males gaining power there at the expense of women and minorities. He filed a complaint with the Ohio Civil Rights Commission, and reportedly the Department of Labor has been on campus investigating recently.

"The whole situation surrounding Dr. Peggy Elliott's resignation is an attempt by the Republican controlled board of trustees to gain control of the distribution of the $70 million University of Akron Foundation funds," he wrote on October 31, 1996.

"Historically, women and minorities have usually been the first ones to challenge questionable or unethical practices. Eliminating women and minorities or co-opting them has always been a tactic of the power elite. The situation at the University of Akron is no different..."

- Meanwhile, the committee on the status of women on the Akron campus continues to meet regularly, having formed subcommittees to study social, economic and political issues.

- And in a December 5 letter, four women faculty told *WIHE* they are "aware and concerned about the ratio of men vs. women in administrative positions on the University of Akron campus..." They hope to "see more women in key positions," reporting that "four of 13 deans and our associate provost for academic affairs are women."

Give Us an Inch...

If academia follows business, women on campus should demand more administrative positions.

• **A survey by Catalyst**, a nonprofit group supporting women in business, reports that last year 417 of the Fortune 500 companies had one or more women on their boards. That's an increase of 3% from the previous year, compared to increases of 7% from 1994 to 1995 and 9% from 1993 to 1994. Catalyst President Sheila Wellington believes the slowdown in progress may mean business leaders believe the myth that women already have made it in corporate America.

Companies with women board members also tend to have more women in top management. In those with no women directors, only 7.1% of key executives are women. But in those with three women directors, almost one third (30.4%) of high-level executives are likely to be women.

Catalyst recently visited seven top business schools, and found top women students knew exactly which companies had women in leadership jobs and have the best policies for women.

The Catalyst survey found that only Teachers Insurance and Annuity and the College Retirement Equities Fund have at least five women directors. Only five of the Fortune 500 companies have four women directors, and 16 companies have three women directors.

• **How many other women hold jobs at this rank?**

Another key to getting and holding a job is the number of women in the organization at the level of the job you're applying for, according to a study by Heather Haveman, associate professor at Cornell University's Johnson Graduate School of Management.

Haveman and two colleagues based their study "And Then There Were More: The Effect of Organizational Sex Composition on the Hiring and Promotion of Women" on figures from the California savings and loan industry between 1975 and 1987.

They found a 33% increase in the number of women at the level of the job being filled correlated with a 77% increase in the probability that a woman would get the job. In contrast, the number of women already in jobs at higher or lower ranks did not greatly affect a woman's chances of being hired.

Haveman expects similar results in higher education institutions, since they share similar structures, with different levels of jobs and fewer women in top positions. Colleges also have the same kinds of problems, she says, although they may be less severe than in business.

"This research offers strong support for the notion that sex segregation in managerial ranks is resistant to change," Haveman says. "Jobs at different levels in corporate hierarchies are still typed as 'men's jobs' or 'women's jobs.' But, "Once women are there, other women will be following you."

Haveman's study suggests affirmative action policies are one way of breaking the male-only traditions. Once women have entered a particular job level in an organization, the door is open for others to follow.

–DG

1996 Top 10 News Bytes

The Good, The Bad & The Ugly News for Women on Campus

The Good News

• Public military schools must admit women or lose public funding, as the Supreme Court declares gender bias in admissions is illegal. Ending a 153-year all-male tradition, the Citadel admits four women in 1996. Virginia Military Institute agrees to admit women for 1997.

• Brown University must end bias and provide equal opportunities for women athletes, a U.S. Federal Appeals Court affirms, causing the nation's other 3,237 schools to re-examine their athletic programs for gender equity.

• Campus reports indicate women have reached an all-time high in the number of women administrators, the number of women faculty at all ranks, the number of women students enrolled and the number of women students receiving degrees of all types.

• The University of North Dakota 11-campus system announces plans to allow faculty to choose options for awarding tenure between teaching, service and research.

• The University of Nebraska-Lincoln, the nation's top football team for the last two years, creates a program to control sexual violence toward women by its male athletes.

• Marianne Stanley finally wins head coaching job for women's basketball team at the University of California-Berkeley, at a salary equal to that of the male basketball team coach.

The Bad News

• Passage of Proposition 209 in California threatens affirmative action in admissions and financial aid for students, as well as in campus hiring.

• Sexual violence against women by male athletes makes headlines on college and university campuses nationwide.

• Gender purge of top women administrators at the University of Akron demonstrates blatant sexism.

The Ugly News

• The Citadel suspends two cadets (so far) for egregious hazing of two of the school's first four women cadets in the corps, demonstrating to the world why sexual harassment is so pervasive on military bases.

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Constance M. Carroll, President
San Diego Mesa College CA

The world is full of teachers if you want to find and use them.

If you're a woman or a minority or both, as a college president you're always running for office, says Constance M. Carroll, president of San Diego Mesa College, who's starting her 20th year as a community college president.

"You're always mindful of the fact that in the eyes of some, you are not legitimate in the role," she says. The slights are daily and constant, and Carroll never gives in to them, making sure to be prepared and knowledgeable when traditionally "male" topics like finance or construction arise.

"Women, like minorities, have to deal with a legion of slights all their lives," she continues. "I don't internalize them. I have my strategies.

"Sometimes the discrimination is as mild as when the subject of retrofitting comes up, and the men stop having eye contact with you," Carroll points out. "It's important to enter the conversation, re-establish your background and participate."

Another strategy is responding to a limp, half-handshake by going out of her way to make it a full handshake. And even after surviving what she dubs Racism 101 in life, she gives people the benefit of the doubt: "People don't intend the slights; often they're almost involuntary."

Finding a match

Carroll is happiest at finding a school that's a perfect match for her. In 1993, she became president of Mesa, a community college of 25,000 students. Previously she was president of Saddleback College in Orange County for 10 years and of Indian Valley Colleges in Marin County for six years. Having decided to leave Saddleback, she sought a job that would be the capstone of her career.

When looking for that capstone, she sought an urban location, which Mesa College has in San Diego. With the location, she says, comes a strong sense of community that was lacking at the other suburban institutions she headed. At Mesa, she feels at home. "San Diego is a real urban environment of cultural enrichment," says Carroll. "The institution is large and challenging and vibrant, the school is diverse and there's a sense of identity.

"I think it's very important to not just seek any presidency, but to seek a presidency where the people of the institution and the person to whom you report share common values more often than not," says Carroll. "I have a sense of common destiny here with all the people to whom I report. That's very important."

She says the school's problems mirror those of the community, so they cannot remain separate. "You can actually see the impact of the programs and the students on the health of the area." For example, after Hughes Aircraft cut jobs in the area, many of its former workers remain at Mesa. And when a nearby hospital had a shortage of radiological technicians, Mesa doubled its training program.

Constance Carroll

Affirms action against bias

Political winds that sweep through the city also affect the college. In California now, it's very fashionable to retreat from affirmative action programs. But not for Carroll. "My stance is that I'm firm and very clear. I'm comfortable with that. As someone who grew up in segregation and as a woman, I need to take a clear, non-ambiguous stand." Carroll has felt tremendous pressure not to do so at certain times in her career. As a woman and a minority, she feels extreme pressure to fit the image of a college president.

"A woman, and a minority woman, is not the traditional image of a president. There's tremendous pressure on that person to do whatever she or he can to fit the image, in order to create the image of legitimacy," says Carroll. "And that means lots of pressure to go along with the political facade du jour. If that's to turn our backs on African Americans or the poor, there are plenty who do that or remain silent. I think it's tremendously important to take a stand on issues that are important."

And take a stand she does. When Proposition 209 to limit affirmative action was on the California ballot in November, she signed petitions against it. At San Diego Mesa College this was easy to do, because above her name on the petition were the name of all those she reports to, including the chancellor. It's the first time in her career that she's reported to a person of color and she says the comfort level is indescribable. But this didn't happen by chance.

She picked Mesa College knowing she'd fit well with the school, and it would fit well with her values. She says finding a match is far more important to her than even the position or job title. "There's a sense of common destiny here that I have with all the people to whom I report. It's fantastic."

Carroll has armed herself against discrimination at all levels by being prepared. She advises women looking for a presidency or other jobs in campus administration that several skills are absolutely essential in the late '90s.

#1 —Finance rules the world

First and foremost in these tight financial times is understanding anything and everything about finance and budgets. "You need to become quickly and thoroughly adept in all aspects of financing," she advises. "And not just traditional budgets, but you also need to know how to develop external sources of financing—deferred giving, non-traditional uses of real estate, bonds—the full gamut of financial revenue opportunities your institution will need to move forward."

Carroll recommends spending a lot of time with the school's chief financial officer, letting that person instruct you in the business aspects of the college. She says too often women make the mistake of delegating that responsibility without understanding the intricacies.

"Business managers and accountants are only too happy to share their expertise," says Carroll. "At the district level I always try to find out what the finance components are." She also makes a practice of knowing the state budget well, by attending budget hearings or calling the state office to gain expertise. "The world is full of teachers if you want to find and use them."

Understanding budget intricacies is all the more necessary for what Carroll dreads most: staff reductions. She says it is the hardest thing she's faced in her career—especially since as a woman, she's socialized into the caring model of not wanting to have a negative impact on anyone.

But it's been a reality for the past 11 years of recession in the California economy, she says, and knowing how to do it in the most humane way possible is a skill she's been forced to cultivate.

She knows presidents who do not have a love of people, and they are not good presidents.

When letting people go, she says what is most important is to be up front: "Be very clear about it. There's nothing worse than being given bad news in an ambiguous manner," says Carroll. And she stresses putting together any kind of safety net possible: provide counseling, training, special sabbatical leaves, out-placement counseling etc.

And it has to be humane not only for the people being cut, but also done in a way that doesn't deflate the institution. Her philosophy on budget cutting is to make sure that there are other areas in which the institution is making progress. "A real test of a leader is if she is willing to make progress while cutting," she asserts.

She says it's drawn criticism because it can smack of favoritism, but it keeps hope alive. "At my last institution, no matter what the budget was, I always added one tenure track position no matter what, just to keep alive the sense of commitment and investing in the faculty," tells Carroll. Another area she's always tried to bolster, or at least exempt from budget cuts, is library books.

#2—Know the statistics, love the people

A second key area Carroll calls accountability. She says that the public no longer takes what a school can deliver at face value: You must prove your effectiveness.

"Women need to know how to determine institutional effectiveness in various ways," says Carroll. "They need to be able to articulate quickly what an institution is doing" by ticking off answers to questions such as: What are the success rates? How do they match up with certain age, racial, professional groups? How can you demonstrate your economic impact on the community? "In other words a whole lexicon of competencies and methodologies to demonstrate the institution qualities and effectiveness in general," she summarizes.

Carroll says the best source for this skill is schools that have perfected the art, such as some community colleges in California and Hawaii with good institutional research on student success rates. She avidly reads institutional self-studies and reports, like the whole body of work on the 13 core indicators of effectiveness. "It's a matter of being outwardly focused and interested in the new developments in the field."

#3—Accentuate people skills

A third and even more important skill must be innate: people skills. Women leaders in particular must interact with more publics than ever before: students, interest groups, community leaders, the media. "It takes a great deal of patience and skill to work with all these groups, especially since some groups are often in disagreement," notes Carroll.

"I don't mean to sound needlessly saccharine, but one has to really love people to work with them well. One has to have a truly compassionate view of people to know what information they're getting and how it is being conveyed to them. Empathy is the key ingredient in working with people." While the skill is innate, she says women can learn methods and styles from mentors. She knows presidents who do not have a love of people, and they are not good presidents.

#4—A question of balance

Pausing to reflect, Carroll adds a fourth skill for a woman president: the skill of balance. Balancing her professional life with a healthy personal life is the skill she finds most elusive in her life.

She recently finished her dissertation and got a PhD in classics from the University of Pittsburgh, adding that to a BA in humanities, two graduate degrees in classics (Ancient Greek and Latin) from Pittsburgh and a certificate of proficiency in Hellenic studies from Knubly University in Greece. She still teaches classes in humanities, is active in various professional organizations, sits on several boards, stays active in the Delta Sigma Theta sorority, and spends a lot of time with student groups.

Recently she enlisted architectural, marketing and other students to help design a new student center and an elaborate campus gateway. And Mesa is currently considering tearing down most of its buildings and creating a new master plan, which she also has students working on.

"We are actually redesigning our whole campus through the eyes of the students," says Carroll. "It's a project I can't get enough of."

With all these projects and finishing her degree, she says she could easily become a workaholic. Instead, she plans time with her sorority, friends and church. "I really love my work, the college, the students. I think about it, read about it, work about it. But I have to be active in other organizations away from my work so it doesn't become all consuming." ■

-MC

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Campus Date Rape Brochures: What Do They Really Say?

Your campus probably offers brochures on date rape. Have you read them lately? Some brochures appearing to support women may do just the opposite.

Heather Ransdell, a graduate student in communications at California State University–Chico, analysed them as narratives, discovering they actually patronized women.

"I wish these publications were more progressive," she says, "but we can look at it as a wake-up call to really look at the pamphlets we distribute." They were: "Acquaintance Rape," produced by the American College Health Association (ACHA); "Rape: On Campus," a five-page fact sheet by Chico State psychologist Dr. Susan Tobin; "The Dating Woman's Bill of Rights," a poem with 26 lines starting "I have the right ..."

Theme of the date rape story

Certain *themes* recur. All three expect women to identify potential rapists by instinct. Tobin tells students, "If you are feeling uncomfortable or ill at ease in a situation, trust your gut feeling and get out of it. Avoid men that give you the 'creeps' or bad 'vibes' when you are around them." McShane affirms the right "to leave a dating situation if my instincts tell me to," and the ACHA advises "trust your instincts."

A second theme implies women don't say what they mean. The ACHA pamphlet, "Saying 'no' or 'yes' may be difficult but it's important... acting sorry or unsure sends mixed messages." "Women: Say 'no' when you mean 'no' and 'yes' when you mean 'yes'," Tobin writes.

Finally, all three brochures suggest a woman's normal response to rape is to blame herself. The Dating Woman has "the right to stop blaming myself for dating abuse." Tobin says, "No one asks to be raped, no one deserves to be raped," and the ACHA echoes, "No one ever deserves to be raped, it was not your fault."

The *structure* of the date rape story puts the themes in order. At the beginning, a woman intuitively knows a potential rapist but fails to get out of the situation. In the middle, the woman gives her date mixed messages by saying "yes" when she means "no." Her failure to communicate leads to the rape. At the end, the rape victim blames herself, while the narrator tries to persuade her that the rape was not her fault.

But the story line does not support the narrator's argument. It implies a woman should have recognized the potential rapist and left. If her date was subtle enough to evade her intuition, she should have communicated her wishes more clearly. *Only then* can she really consider herself blameless. "The woman is only vindicated if she has said the 'no' verbally," Ransdell says. "That isn't how most rapes happen."

Characters, turning points, narrators

The story has two *characters*, a male rapist and a female victim. Ransdell recommends a separate brochure for male rape victims, whose issues are different because of cultural homophobia and the myth that men always want sex.

The *turning point* in the date rape story occurs when the man changes from trusted date to attacker. According to Tobin, "The rapist invades a woman's space by putting a hand on her shoulder or thigh, desensitizes the woman—repeatedly touching, with each hand becoming more intimate.... coerces, manipulates, or attacks the woman." This description merits expansion, Ransdell says, serving the reader much better than suggesting women know *intuitively* which men are dangerous.

The *narrators* of the stories stand at a distance from the reader. The printed page removes them from the women they hope to influence. So does their status: a college health association, a doctor, and a woman identified only by name. Are any peers? Has any been raped? The greater the distance between storytellers and listeners, the harder it is to change attitudes and influence emotions. Involving students in their creation may help date rape brochures speak more directly to readers.

Graphics tell a story

Ransdell found the *written style* of all three brochures warm and inviting, with a conversational tone that makes them easy to read. The ACHA pamphlet also has an approachable *visual style* of cheerful colors and geometrical designs. But the visual style of the other two fails.

Black print on red paper gives Tobin's fact sheet an image of violence and surging emotion. "No woman who has just been raped is going to want to pick that up," Ransdell says. "She's hurting enough already. She's looking for comfort."

In sharp contrast, a kneeling woman holds up a bowl of water on the cover of "A Dating Woman's Bill of Rights." Her nudity symbolizes both purity and Eve, the temptress. Her posture suggests submission; the raised bowl suggests giving or even fertility.

A wake-up call

How can you create a more helpful brochure?

- Study research about rape victims' emotional responses, Ransdell says, and let it to guide your content. Mention research results instead of ascribing feelings to your reader. Rather than treating self blame as the only normal response to rape or attempted rape, for example, you might write: "Even though rape is never under any circumstances the fault of the victim, studies show that some rape victims blame themselves. If you are experiencing such feelings, you may want to call..."
- Empower women with specifics, instead of asking them to rely on intuition for self defense. Draw on current research to describe danger signs, such as the man who violates his date's space with repeated touching. Don't assume misunderstanding reflects mixed messages. Instead, detail ways to communicate to a man who listens poorly when he is drunk and aroused.
- Recognize that many different experiences, needs, and emotions may lead women to pick up a date rape brochure. Help them find support from a variety of resources on and off campus: self-defense classes, health resources, and counseling. ■

—SC

Contact Heather Ransdell, Department of Communication Arts and Sciences, California State University, Chico; Chico CA 95929-0502; (916) 898-4142; e-mail: ransdell@ecst.csuchico.edu

Administration is Like Parenthood

Of course, you can't give recalcitrant employees a time out or send them off to bed without dinner. But a manager in mailing services at Brigham Young University UT noted similarities between being a good parent and a good manager.

Tom Roylance provided 10 tips to effectively encourage campus staff. The first five ran in the November-December 1996 *Mailing Systems Technology*, and the second five are planned for March-April 1997.

1. Provide praise for every critique. Charged with operating efficiently, we often spend a lot of time and energy identifying and correcting actions and habits that fall below our standards. We may get so caught up in finding fault that we forget to appreciate that the employee does many things right. By balancing criticism and sincere compliments, we can end review sessions on a positive note.

2. Clearly define expectations. After assigning my oldest son to clean the bathroom, I learned we had different definitions of *clean*. By working with him, I was able to communicate my expectations.

With new employees or those who need extra guidance, I explain responsibilities and expectations, then work along with them, showing by example what is expected. This provides chances for praise when work is done well, building employee confidence, and for persuasion and encouragement in the early stages of employment, before bad habits can take hold. By working with your employees, you'll spend less time later in maintenance and correction.

3. Manage and teach by example. Just as a parent can't tell children not to take food to their bedrooms while sitting in bed with a bowl of ice cream, I can't expect employees to do what I won't do. So I make it a point to spend time in the trenches, doing menial tasks, although my own responsibilities and priorities may be different.

4. Provide some autonomy. By giving employees a chance to make some decisions on their own, you not only lighten your burden as supervisor, but you develop their decision-making and management skills. They have more interesting jobs, more satisfaction and better performance, a real win-win situation.

5. Admit your mistakes. We all make occasional mistakes, and admitting to them encourages others to come forward with theirs. Unless they cost a lot of time or money, it's sometimes better to allow small mistakes to happen because they provide effective teaching opportunities. The clear memory of "what happens when" can prevent a reoccurrence.

6. Listen, with eye contact. We have two ears and one mouth, to be used in that proportion. Whether communicating with a child or an employee, clear away distractions like nervous mannerisms or physical barriers, so you can give your full attention.

7. React with patience. Whether my five-year-old spills milk or an employee applies postage of $3.20 instead of $ .32, I try to control my emotions and give them a chance to correct their mistake. Often this gives us a chance to bond a little, and discover if some underlying problem contributed to the mistake.

8. Care about individual accomplishments. By showing genuine concern for a person, you're helping her or him succeed, just as a parent wants success for their children. Adjusting schedules for an employee to attend classes is an example of showing you care.

9. Know something of outside interests. Just as we're interested in the many facets of our children's lives, so we should care about more than an employee's workplace self. Birthdays, weddings, community service, hobbies and sports can provide a common bond and build relationships. Outside events also offer a chance to relate to people in a different way.

10. Be consistent. The key to consistent results is consistent response to both appropriate and inappropriate behavior or actions. Although my 11 year-old son is very different from his 14-year old brother, I try to be consistent in my expectations and discipline but approach each child differently. Likewise with employees, what may work well with one may be totally ineffective with another.

On the other hand, employees must be able to anticipate a supervisor's response to a situation. ◆

ST. LAWRENCE
UNIVERSITY

Distinguished Visiting Professorship in Studio Art

St Lawrence University seeks to appoint as visiting Dana Professor for one to two years a distinguished artist who can help to develop the community's interests and involvements in the arts as a vehicle for the expression of international and multicultural issues and concerns. We are interested in a practicing artist whose work deals with issues of his/her ethnic heritage and is informed by significant experience of Africa, the Caribbean, Latin America or Asia. Preference is given to the media of film, fiber and mural or wall painting but other media will be considered.

The successful candidate should be widely exhibited and well known as an artist in the international community. He/she should have a record of effective teaching at the college level and be capable of contributing to interdisciplinary programs such as African Studies, Caribbean and Latin American Studies, or Asian Studies, and participating in on-going campus discussions of cultural diversity.

The teaching assignment will be four courses per year (two-thirds the normal load) and will depend upon the qualifications and interest of the individual, program needs, and length of appointment. Occasional special lectures or workshops will be an expected part of the position.

Nominations are welcome and should be sent to the address below as soon as possible. Letter of application and resume including the names, addresses and phone numbers of at least three references should be sent to: **Betsy Cogger Rezelman, Dana Search Chair, St. Lawrence University, Canton, NY 13617**. The search committee will begin to review candidate material on January 31, 1997.

SLU's homepage is at
http://www.stlawu.edu.

St Lawrence University is an Affirmative Action/Equal Employment Opportunity employer. Women, minorities, veterans and persons with disabilities are encouraged to apply.

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Leadership Development: Women are Doing It for Themselves

For more than 20 years, thousands of self-directed women have made their way to the few national leadership development programs for women. They include the HERS Management Institutes for Women in Higher Education at Wellesley College and at Bryn Mawr, and the National Leadership Development Institutes led by Carolyn Desjardins.

The programs have been wildly successful in preparing hundreds of women for top leadership positions, leading to demands for more programs.

Now ambitious women don't have to travel so far to find leadership workshops, as a growing number of institutions and state associations have begun to offer their own programs.

- **At Purdue University IN**, a free six-part series of programs for women called "Leadership Skills for the 21st Century" began in November and will continue through March 1997.

Becky Herrnstein, director of the Women's Resource Office and Personnel Services at Purdue University, says "a site-specific program really gets to the heart of issues facing women, and provides skills training that can be easily applied to their lives in the campus community."

Herrnstein worked with colleagues Janet Ayres and Judith Gappa to develop a program tailored to the needs of women at Purdue. "While the leadership issues at Purdue are certainly similar to those faced at other universities," Herrnstein says, "they're affected by our own unique campus climate."

Proof of need for a local program has come in the form of an overwhelming response to the series. Herrnstein notes: "We received more than 300 registrations for each session, and scheduled more to include as many people as possible."

The two-hour sessions each month focus on:

- Leadership Skills for the 21st Century
- Managing Conflict in the Workplace
- Personal Power — Commanding Our Inner Resources
- Communication Skills that Work in Today's Workplace
- Leadership and Effective Teams
- Building Trusting Relationships at Work

Sessions are designed to answer questions such as "What's different about today's leadership?" and "Are women's ways of leading different from those of men?"

"The Women's Resource Office initiated this series in response to a need for gender-sensitive leadership training," Herrnstein reports. "We've urged men and women to attend the workshops together to encourage colleagues to value and integrate into institutional practices different models and styles of leadership."

Herrnstein, who has directed the Women's Resource Office only since August, explains that "part of our mission is to help women at Purdue reach their full potential by removing barriers to their success, and by assisting in the resolution of gender-related conflict."

Her previous experience as a trial attorney, mediator, and director of the Women's Center at the University of Akron convinced her that "many conflicts could be avoided by a better understanding of our own attitudes, needs and perceptions, and by a greater empathy and understanding of the attitudes, needs and perceptions of others."

Besides being "thrilled at the level of interest expressed by the campus community," Herrnstein is very pleased by support from top administration, especially Judith Gappa, VP of human relations, and President Steven Beering. "I'm in a dream world. People here really want to fix things that were broken and make them better."

ACE/NIP model

Several state associations affiliated with the American Council on Education's National Identification Program (ACE/NIP) and National Network of Women Leaders have also begun to offer leadership development programs in their own states.

- **In Maine**, last November the ACE/NIP group held the first session of the Maine Academic Management Institute, aimed at department heads and other women in relatively early stages of their careers. Participants will attend other sessions during the rest of the academic year, and some will attend the annual national conferences of the American Council on Education or the American Association for Higher Education this spring.

Each woman's home institution pays a $200 registration fee.

Unlike the Purdue workshops, the Maine Academic Management Institute is not open to just any interested women. Each college and university president in the state was invited to nominate two women candidates, and the state association screened these candidates before the sessions began.

- **In Colorado**, the ACE/NIP group has sponsored a similar program for 12 years. The Academic Management Institute for Women is a series of six seminars for 40 women held throughout the academic year, including lectures, panel presentations and small group discussions on leadership.

"Participants are expected to attend all sessions, to complete an independent project at their institutions and to conduct interviews with key administrative personnel on their campus," notes the institute brochure.

Participants are nominated by their campus CEO, and their institution pays a $450 registration fee for each. The Colorado program is aimed at women in many different positions: deans, department chairs, vice presidents, directors, and faculty leaders. ◆

–DG

To learn more about women's leadership programs, contact: **At Purdue**: Becky Herrnstein, Women's Resource Office, Purdue University, 1108 American Railway Bldg., West Lafayette IN 47907-1108; (317) 494-9879; Fax: (317) 496-1295; e-mail: bhherrnstein@humanrel.purdue.edu;

In Maine: Paulette St. Ours, Assistant Dean, College of Arts and Sciences, University of New England, Hills Beach Rd., Biddeford, ME 04005; (207) 283-0171;

In Colorado: Judith S. McCann, Regis University, 3333 Regis Blvd., Denver CO 80221; (303) 458-4301.

Part I

Navigating Your First Year in Academic Administration

By Dr. Marlene I. Strathe, VP of Academic Affairs & Provost, University of North Dakota; and
Dr. Sharon Siverts, VP of Academic Affairs & Provost, Metropolitan State College-Denver

Ed. note: This first part of a two-part series offers advice from two administrators who have been there. Next month's article will be based on a presentation by Penn State administrative intern Claudia Limbert, scheduled for the January Women in Higher Education conference sponsored by the University of Texas-El Paso: "What I have Learned During My First Few Months as an Administrator, Or: Has Anyone Seen that Missing Iguana?"

You've been named to a major academic leadership position—a vice presidency, a deanship. You've spent your career as a teacher, a scholar, a service provider. You know well faculty roles, protocols and responsibilities; you've successfully demonstrated your career path as an academic. And you've learned what to do and what to avoid along the way.

Now, however, the roles are new; the responsibilities are different; the context in which you work is broader; the relationships around you are changed. Most likely you were selected by one individual, your superior, and the review and selection process may well have attended more to your weaknesses and areas of inexperience than your strengths.

How you navigate the first year of your new administrative role will be critical not only to your institution, but to your professional future as well. Advancing a change agenda, even in the best of times, is difficult. You don't have time to make many mistakes. Here are some tips to help you succeed:

- **Attend to your professional staff.** Learn their current roles and responsibilities, assess their strengths and weaknesses, not in relation to their current work, but to your organizational vision, your needs, and your own work style. It's important to take the time to meet with your staff, solicit their input on office organization, and communicate your expectations. Do this often in the beginning, and then on a regular basis.

Staff may have developed habits and work patterns that will not be of benefit to you and your office; you need to be clear on what's acceptable and what isn't, and deal with troublesome personnel issues early. Outlining expectations, reviewing accomplishments, documenting progress or lack thereof, and working with the campus personnel director are critical to addressing personnel issues.

- **Attend early to the budgetary and human resource management policies and practices of your school.** Early in your tenure, spend time with your budget officer, understanding not only your budget but the institutional budget.

When you understand the budget situation you inherited and the resources at your disposal, you're better able to think strategically about how to match budget to program. Ask about the financial obligations you've inherited, personnel, as well as other unfunded commitments for which you're responsible. Clarify the flexibility you have in managing your resources.

- **Clearly articulate your administrative and leadership expectations for academic administrators reporting to you.** Empower them to do their work and hold them accountable for leadership in their units.

People who report to you will either work with the attitude that you are their leader or they'll try to challenge you and work around you.

Early on, it's important to help those who report to you to understand your style, expectations and goals, and how you review and evaluate accomplishments. Although in any new environment, it takes time to ask, listen, test ideas and then formulate a plan and vision, it's important to do it expeditiously.

Seek input on draft documents and once approved, share them widely and refer to them often. Unit goals and objectives must be strategic, focused, achievable and measurable. Although you may meet weekly with people reporting to you for routine issues, you might consider meeting quarterly to review progress toward the larger goals and determine what you can do to assist in their accomplishment.

- **Build a personal and professional support base outside your school.** Recognize that within your school, you may have few, if any, peers. You no longer "belong to the faculty," regardless of whether you retain faculty tenure and/or rank. In most schools, there's a "you and they" syndrome. Building the *we* is the challenge.

Recognize and accept that you'll receive few compliments and accolades on your own campus. Rather, take time to develop a support base outside your school. Get involved in your community in an area where you have an interest and feel you can contribute. Go to regional and national meetings and become acquainted with colleagues with whom you can share issues, successes and failures in a safe environment.

- **Communicate broadly and repeatedly, but limit the flow of confidential information until you understand your school's communication culture.** While it is important to take time to meet and greet, to listen and follow-up, it's just as important that you think before you speak. Give consistent messages, both verbally and in follow-up actions.

- **Be accessible and visible while protecting time for yourself to accomplish your work.** Enlist your staff in helping to manage your schedule and time. Use technology to maximize your efficiency. In trying to be an open and accessible administrator, it's easy to find yourself over-scheduled. With the help of others, determine what events are most important for you to attend, calendar them, and then be there. The school benefits if you can focus your attention on your role as academic leader. Recognize crises will occur, and plan extra time in your schedule to handle them without always having to cancel appointments.

- **Prioritize your agenda.** Establish two or three themes for the academic division, and use those themes to direct personnel, resource and curricular decision-making. Avoid undertaking too many new initiatives too early and becoming scattered in those efforts. It often seems that everything in academia is significant and/or a crisis. Undertaking a number of initiatives creates a tremendous burden on you to try to accomplish everything the first year.

Recognize this trap, and with the help of your superior and staff, identify a few that will become your focus. At the same time, recognize that other agendas can become priorities at any time, such as a new mandate from one's board or another request from the legislature. Given these unexpected events, it's even more important to limit your own agenda.

- **Establish team relationships with other vice presidents or deans.** Don't establish your division as a competitor to others. While you have an agenda and a constituency, it's just as important that you take time to get to know your colleagues. Find out their responsibilities and priorities; talk about common agendas; find ways to partner and collaborate. Give support when jobs are difficult; attend to the "care and feeding of your colleagues." Meeting as a group outside the normal working day can be an effective way to develop relationships and become better acquainted.

If you find you must do something that can affect another unit, take the time to talk to the appropriate administrator beforehand and seek her/his perspective. Modify your position as appropriate to collaborate and build your units and the school.

- **Assess early the expectations of your superior.** While faculty, staff, and other administrators will all hold expectations for you, your superior's expectations are the most important in the early months of your new job. Often one's supervisor has the view that since you were hired, you know what to do. It's critical that you take the initiative to discuss and agree on initial expectations. Once you both identify them, keep your supervisor informed on progress.

It's also critical to know the style of the person you work for. Some want to be involved in generating ideas, some in information analysis. Some want to be involved in decision-making, while others want you to come up with the solution. Once you know the style of your supervisor, you can find a way to work within that framework.

- **Understand the school's culture.** Know where the *real* power resides, both formal and informal, and use it to your advantage. Gain multiple perspectives on the school, its past and present.

Listen more than you speak. New administrators often think they must be the experts; they must talk and give the answers. In truth, it's the administrator who listens that has the greatest chance of success. Listen closely, and and summarize what you heard and identify what needs to be done. Even if you can't act on all the ideas, the fact that you HEARD what others thought is vitally important to your success.

Understand that the formal channels of the institution are important for getting process and procedures moving, but at the same time, ask and listen to more than those who are in identified leadership positions.

- **Know yourself well.** Be grounded in principles, have integrity and understand your values as guides in difficult and politically sensitive situations. No administrative position is easy. Pressures come from all directions.

Without a firm internal belief system to guide your actions, you'll find yourself acting inconsistently. The various campus advocacy groups will see this quickly, and use it to their advantage to move discussion and projected actions in directions that serve the advocacy group's purposes rather than the institution's. Politics enters academia and decisions are frequently made on that basis. You'll be better able to defend any actions when you can articulate strong human and academic values.

- **Take care of yourself.** Attend to your health, create leisure time, take time away from your school, and laugh often. It's easy to become so consumed by the job that you have no other life. Make a commitment to create time for yourself. Find a way to get some regular exercise, whatever it might be.

Create an environment where you enjoy coming to work each day as do those with whom you work. Don't lose yourself to your job. This is your life, not a dress rehearsal.

Wanted: Women Who Read Books and Write

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- *Beyond Fragments, a biographical analysis.* Adults, motivation and higher education, by Linden West
- *Julia, A Life in Mathematics*, by Constance Reid

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'The Stronger Women Get, the More Men Love Football'

By Mariah Burton Nelson

Ed. note: More than 650 students, faculty, staff, and community members crowded into the Centennial Room of the Nebraska Union at the University of Nebraska, Lincoln to hear author, activist and athlete Mariah Burton Nelson speak in September. She provided this excerpt to WIHE.

It's good to be here at Nebraska, proud home of the national championship... volleyball team! And, of course, the outstanding... women's soccer team! You're not expecting me to refer to the football team, are you?

My friends couldn't believe I was planning to criticize football at the University of Nebraska! Actually, I don't hate *football*. I hate *sexism*. It's an important difference, and I hope all you football fans and players in the audience are opposed to sexism, too, just as I hope you're opposed to racism and homophobia. What fair-minded person wouldn't oppose discrimination against any group.

But first, let's talk about female athletes. My book, as well as this lecture, is titled *The Stronger Women Get, The More Men Love Football*. When most people hear that title, they tend to think about men and football and to forget about strong women, proving my point: Focusing on football allows people to avoid thinking about feminism.

For women, sport is a feminist activity. What do I mean by feminist? Mary Wollstonecraft wrote the first feminist text in 1792. In *A Vindication of the Rights of Woman*, she said, "We do not wish to have power over men, but over ourselves." That's still a pretty good working definition of feminism today.

More recently, in 1991 Susan Faludi wrote in *Backlash* that feminism "asks that women be free to define themselves — instead of having their identity defined for them, time and again, by their culture and their men."

Rebecca West, the English novelist, said "People call me a feminist whenever I express sentiments that differentiate me from a doormat or a prostitute."

Sport is a feminist activity

Feminism is really about having power over ourselves, defining ourselves, and refusing to be used or abused. I believe sport is a feminist activity for three main reasons.

- **First, athletes learn to be powerful and strong.** In a society in which women are still considered the weaker sex, and still intimidated by male violence, female strength is feminist. If attacked, an athlete has a choice to run away or fight back. Strong women could change the balance of power in this country simply by refusing to be intimidated by random male assaults.
- **Second, sport teaches women to love their bodies for what they can achieve,** for how glorious they feel when diving off the starting blocks or leaping to spike a volleyball. When you're lunging for a soccer ball, you can't worry that your tummy is sticking out. In a society in which women are still expected to diet, to wear makeup, to spend lots of money on clothes or even cosmetic surgery, women's enjoyment of their bodies is a feminist act.
- **Finally, sport is a feminist act because on teams, women learn to trust each other**. In our society, women are expected to bond primarily with men. What would happen if women really trusted other women? We might start voting for each other, for one thing. So female bonding, too, is a feminist activity.

None of this happens automatically. Some athletes still hate their bodies, feeling ashamed of their muscles or their fat. But sport offers women the potential for liberation. We need to think about the many lessons we learn from sports, and consciously apply them to our lives.

Competition can be a connection

One thing I've learned from sports—and that I'm sure many of the athletes in the audience have noticed as well—is that competition does not have to be about domination or humiliation or brutality. It can be a way to pursue excellence alongside someone who shares your dreams. In fact, the word *compete* comes from Latin *com* and *petere* meaning *to seek together*.

Competition is about connection, not just conflict. Your opponent may be on the other side of the tennis court, but she's on the same court. She's playing against you, but also with you. When you challenge her to do her best, you give her a gift. In fact, competition can be understood as a form of love.

Athletes learn to win, including in contests with men. They learn that you don't always win, and you don't die from losing. They learn to be strong, to enjoy their bodies, to bond with teammates. They learn to have power over themselves, to define "woman" on their own terms, to refuse to be mistreated.

Sport can be sexist

Just as sport is a feminist activity, it can also be a sexist activity. Do you know how much sports media coverage is devoted to women athletes? Less than 5%.

Title IX is the part of the federal Education Amendments of 1972 that forbids sex discrimination in colleges and high schools. Title IX says that if 50% of the students at a university are female, then 50% of athletic opportunities must go to women.

If that university offers men's basketball and women's basketball, men's soccer and women's soccer, men's swimming and women's swimming— plus football, without any corresponding sport or sports with several dozen opportunities for women—they violate women's federal rights. Most schools that offer football violate Title IX. Most schools and colleges do not comply with Title IX. At most schools about half the student are women, yet only about one-third of all college athletes are female.

Football breeds sexism

"But football is an exception, because football supports the whole athletic department!" some claim. This simply isn't true. The Nebraska football team is profitable, but more than 80% of college football teams aren't.

In case after case, judges have consistently ruled that financial considerations are irrelevant. It doesn't matter how much money the football team makes. It's still illegal to discriminate against women.

Football is also a breeding ground for sexism. In football and in other "manly sports" (sports that men use to define masculinity, like boxing and baseball), men and boys are taught to have contempt for all things feminine. Boys who are not aggressive enough, not willing to deny their own pain, or not willing to inflict pain on others are called wimps or wusses or sissies or girls. In this culture, *girl* is a four-letter word. How can these boys grow up to be men who love and respect women? Who see women not as doormats, not as prostitutes, but as equal partners?

There's a pattern of woman-hating in men's sports, a pattern that includes convicted wife-beater O.J. Simpson and convicted rapist Mike Tyson and admitted wife-choker Warren Moon and boxer Sugar Ray Leonard, who admitted during a press conference that he had struck his wife with his fists.

In a Glen Ridge NJ high school, athletes raped a retarded girl with a mini-bat. Several national studies show men who play college football or basketball are more likely than other men on campus to rape, gang-rape, or engage in a whole array of sexually aggressive behaviors.

In the male sports culture, rape is a joke, sex is a conquest, and "real men" learn to equate masculinity with dominance and violence. And real women suffer.

All too often, because the criminals are famous football players or other popular athletes, women overlook their crimes, continuing to cheer from the sidelines. Should we? Writer Pearl Cleage asks, "How can they hit us and still be our heroes?"

Nebraska male athletes misbehave

Right here on this campus, many male athletes have achieved great success on the playing field, but have brought notoriety to your school for their criminal behavior off the field. Football players have been charged with sexual assault, battery, and even attempted murder. According to a Gallup poll, the 1994 Nebraska football team had a conviction rate more than twice as high as other men on campus.

More recently, female athletes have complained about sexual harassment by male athletes at the training table. That's from a university Task Force on Conduct Standards and Behavior Expectations, which recently submitted its findings and recommendations to the chancellor.

Earlier this month, trainers from the Mentors in Violence Prevention (MVP) program came to visit campus. MVP is a program of Northeastern University's Center for the Study of Sport in Society. The MVP staff met with the football team, the athletic department staff, and the captains of all the sports teams.

The MVP message: Men need to take responsibility for male violence. Athletes are role models, whether they want to be or not. Football players and other athletes could become leaders in the effort to end male violence against women. They could remind each other that it's not cool to abuse women. They could speak out against rape and domestic violence. They could take pride in treating women the way they would want their sisters or mothers to be treated. It's an impressive program, and I hear it made an impact on some members of the football team.

If you're a man who's strong enough to speak out against sexism, you will have opponents. And if you're a woman who's competitive, victorious, and athletic, you will have opponents. We know from sports that opponents offer us a chance to improve our skills. Away from the playing fields, it can be difficult to remember that.

Into the Lion's Den

Mariah Burton Nelson was sponsored by the women's center and student program center. "I was glad they invited me," she said, "but nervous because I'd received huge amounts of harassment by angry football fans while speaking around the country, and on radio call-in shows.

"The presence of police protection made me feel confident, but reminded me that in fact some men are so threatened by what I'm saying that they are enraged and potentially dangerous." Her book, *The Stronger Women Get, The More Men Love Football* says there's a connection between feminism and men's worship of men's sports. "Men today are threatened by changes in women's lives, and nervous about the uncertain future of male domination," she explained. "Football represents a situation where men are in charge, and are dominant and violent. Women are irrelevant at best, or sex objects at worst, as they cheer on the sidelines."

Recently on radio and TV talk shows, men have spoken out against my opinions on sexism in sports. They challenge my statistics, rationalize "isolated incidents," defend "natural male aggression." And when all else fails, they call me names: feminist, radical feminist, femi-Nazi, male-basher, man-hater, castrator, lesbian.

Because of my training in sports, I have some skills for handling these opponents. I "win" by "playing my game," not stooping to their level of personal attack. Like any athlete faced with a formidable rival, I use their attacks to get stronger and, frankly, braver.

When they call me a lesbian, I say, "Yes, I am a lesbian." That's a real conversation-stopper. In my case it's true, but I recommend it whether you're gay or straight. The lesbian label has been keeping athletes and other strong women silent and scared for way too long.

Gaining the courage to live out loud

The French poet Emile Zola said, "If you ask me what I came into this world to do, I will tell you: I came to live out loud." I think it takes courage to live out loud: to refuse to tolerate racism, sexism, and homophobia; to handle opponents with grace and respect; to compete with compassion.

There are rewards to living out loud, to being fully and openly yourself. You get to feel free and powerful. You get to redefine "real man" in ways that don't include abusing women. You get to redefine "real woman" in ways that don't limit women to a delicate, decorative or deferential role. It takes courage to compete for what's right, but the nice thing about courage is that the more you act courageous, the more courageous you become.

May all of you find the courage to live out loud.

Mariah Burton Nelson speaks frequently on college campuses. She can be reached via e-mail at Mariahbn@aol.com

The Stronger Women Get, The More Men Love Football was published in paperback by Avon in 1995. Her agency is Contemporary Issues (608) 849-6558; e-mail LecturAgnt@aol.com

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Case Study: Campus Administrators Fulfill Expectations

Ed. note: Leadership development strategies continually reinforce the notion that people fufill whatever is expected of them. If you trust and expect success from your colleagues and staff, they'll rise to the occasion almost every time. The reverse is also true: If you expect failure, they won't disappoint you.

The latest example comes from a conversation over coffee with an organizational consultant hired by an academic dean at a small, Midwestern, private liberal arts college.

The problem: Two departments devoted to outreach, summer programs and continuing education, had very different bottom lines. Continuing education lost about $40,000 annually, while summer programs contributed about $60,000 annually. Yet the college needed them to support it in the community.

Pressured to show a better bottom line, the dean decided to combine the two departments' budgets to "buy some time," according to the consultant.

When in doubt, form a committee

The dean convened a committee of nine, some internal and some external to the college, to suggest how to improve the situation. After nine months of meetings, it recommended:

1. Create a mission statement for outreach.

2. Use a permanent brochure instead of a throw-away newspaper ad.

3. Establish a formal process for the two to work together, and hire a facilitator to bring them together.

The dean chose one of the external members as facilitator, providing some helpful tips:

- The head of the department losing money was a woman religious, who "led with her heart." Having been at the college about 10 years, she saw her job as a mission to serve others through continuing education.
- The head of the department making money was a male who'd been on the faculty for 20 years. He only wanted to deal with "the facts."
- There's no way these two would engage, the dean let her know. "You'll never even get them to talk to each other!"
- Convinced the task was difficult if not impossible, the dean called each of the consultant's references before hiring her, "to make sure I could handle it!" The consultant had 20 years of experience in getting architects and boards to agree.

Into the fray rides the consultant

"I was scared silly," she confided. But she believed everyone deserved respect and trust, until proven otherwise. Despite the dean's stating "You'll never get him to agree," she scheduled a series of 10 meetings.

I told them they could do it, and they lived up to my expectation.

After the third meeting, she reported the group's general progress to the dean. At that point, the dean told her she'd done more than was expected in the entire series.

The result? She not only got the two parties to talk to each other, but had them collaborating and problem-solving from the outset. The process was successful, and they want to continue working together. Their first collaborative product was a new spring brochure describing continuing ed programs, and previewing the summer offerings.

Why did it work?

"In my first meeting with these two, I had an agenda. I was going to ask them how they could work together and what did they want to do," the consultant explained.

They immediately started brainstorming. No one had ever *asked* them how to solve the problem. In fact, no one had told them there *was* a problem. The department head who supposedly was all business? "He was as devoted to the mission of that place as his colleague!" He willingly combined his surplus budget with her deficit budget.

One of the consultant's rules was that the word *can't* was eliminated from their vocabularies. And there were no *problems*, just *opportunities for improvement*.

"I told them that problems are just excuses for non-creative thinking," she said. If there was no parking near the building where an evening class was scheduled, they looked into moving the class location.

If solutions came so easily to the department heads, why did things seem so bad at first?

"The dean's assumption was faulty. She believed that to improve the bottom line, she had to micro manage it her way." She came up with the solution to the problem—combining the budgets— without even telling the department heads there *was* a problem. After all, continuing ed had lost money for years and nobody seemed concerned.

And the dean wanted to continue to control how the problem got solved, by hiring a consultant to get the department heads to do what the committee recommended.

She politely ignored the dean

Having been on the committee making recommendations, the consultant knew exactly what the dean wanted. But she deliberately didn't share their ideas with the department heads, trusting them as those closest to the problems to be best at finding solutions. And she listened.

She also provided the dean with just the facts, without snitching to her on who said what. "That's why they continued to trust and work with me," she said. In her own way, she ended the micro-management. "From the moment I met with those two, they were my clients," she asserted.

"The dean—and others—had marginalized these two," the consultant commented. One was constantly referred to as "that nun" and the other, who'd been at the college for 20 years, was referred to as "old school," and thus not amenable to change. "They had lots of talent - they just hadn't been asked!"

In retrospect, the consultant says, "The superior says 'you need to fix that hole in the budget!' and then tries to control the problem and the solutions." All this is done without consulting those closest to the problem, and without trusting them to find a better idea about how to solve it.

"They were told they couldn't do it - and they lived up to the expectation," the consultant said. "I told them they could do it, and they lived up to my expectation."

–DJ

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How Vassar President Led Campaign to Raise $206 Million

When Vassar College NY President Frances Fergusson looks out her office window, she sees the tangible fruits of her labors: the new $11 million Frances Lehman Loeb Art Center, which houses newly donated works by Matisse, Miri and Pollock.

The center and its surrounding landscaping especially please Fergusson, whose academic background is architectural history. "As I walk my dogs on campus, I can see much more," she adds, calling the signs of success "thrilling. They're what keep me going."

But the new Vassar wasn't built in a day, and history has much to do with all of the new architecture and the college's fundraising success. The recently completed campaign, which raised $206,280,000, began with three years of fiscal planning and preparation from 1990 to 1993.

The campaign wouldn't have been possible a decade ago, Fergusson says. When the women's college first admitted men in 1969, "there was a certain amount of unhappiness with that change," she reports. "But that's been superseded by a lot of pride in the quality of our current programs."

By 1993, it was finally possible "to build on the unanimous acceptance of coeducation and to build on our quality programs and the ways in which we're now moving forward. Vassar is now flourishing in its coeducational form."

> ***Enjoy it. Recognize you won't get what you want unless you make and enjoy good friendships, and have a sense of partnership with the patrons.***

It's difficult to overstate Fergusson's success. For a small, liberal arts college that had not had a major campaign in 20 years, the amount raised is very impressive, John Hamming of the American Association of State Colleges and Universities told the *Poughkeepsie Journal*. It's been called the largest fundraising effort to date for an undergraduate liberal arts college.

Besides the new art center and significant donations of art, the campaign is funding library technological renovations, a state-of-the-art observatory with a 32-inch telescope and an ecological field station on Vassar's 280-acre nature preserve. About half will fund endowments for faculty salaries, student scholarships and other ongoing needs.

Largest gifts came from women

Although Vassar has been coeducational for 25 years and more than half of its current alumni went to a coeducational Vassar, the largest gifts came from women. "Our biggest patrons are women, and the largest number of patrons are women," she says. Individual women gave gifts of $9 million, $10 million, and $12 million, she points out.

"People don't get into their big gift-giving years until they've educated their own children," Fergusson says. Many of the donors are now in their 60s or older.

When approaching Vassar alumni, Fergusson says, "My style is that I try to develop a relationship with the donors, and this works particularly well with women, who are less likely to respond to a more general approach."

She often began "by setting up a lunch or dinner or even a tea just to talk with potential donors. Ninety percent of being a good fundraiser is listening to them and giving complete answers to their concerns," Fergusson says. Through careful listening, you can "identify their interests and how to hook them," she suggests.

Women support what interests them

"It's fascinating to find out what interests patrons," Fergusson comments. What interests them "is not necessarily what interests me."

At a small school such as Vassar, the president's personal communication skills are especially crucial. "The biggest donors," Fergusson notes, "will always want a relationship with the president."

She thinks it's also important to identify and contact the opinion makers, influential alumni who other alumni readily follow. These people "may or may not also be large donors themselves," Fergusson says, but they can have a huge impact on the success of a campaign.

She's found persistence is another key to successful fundraising. "Usually by the third or fourth time you're on their doorstep, they begin to notice" what the college needs and are ready to respond, she notes. Sometimes in the beginning, such alumni visits may seem like wasted effort, but eventually they pay off. And eventually, "you learn when someone is not going to respond."

The president admits her 10-year history with the school helps. She suggests, "If I were a brand new president, I'd focus on those who already had relationships with the institution while beginning to develop my own relationships."

Fergusson was able to "identify several people in their 70s and 80s who had never before donated." As always, her goal was to "find out what they're interested in and then propose a sane, well thought-out proposal tailored to their interests and the priorities of the college."

Women donors pay their pledges—and quickly

Women, Fergusson noticed, "tend to pay their pledges very quickly. Once they make a pledge, they tend to fulfill it quickly." A number of early payments enabled Vassar "to take advantage of an upturn in the stock market and bring in additional revenues," she reports. Overall, about 85% of women pay their pledges.

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- "When we were approaching couples," Fergusson adds, "sometimes the husband had given to Yale or Harvard." In this case, "an effective approach was to say, 'We don't expect you to give more than your husband, but you can see the importance of equity.'"

Sometimes, the wife-alumna would respond to Fergusson that her husband had made the money, to which Fergusson replies that surely the wife was an equal partner in the marriage.

Again, the one-on-one approach was what worked. This meant, of course, that Fergusson reports spending about 30% of her time on fundraising, occasionally missing campus events she used to attend regularly.

Besides jetting around the country to meet with individual patrons, the president attended a number of regional meetings. Alumni with varying gift-giving abilities met for dinner or to hear a faculty member explain his or her research and how the campaign would support that kind of scholarship.

Exhausting campaigns earn a rest

The campaign was truly exhausting, admits Fergusson, who plans to take a sabbatical for part of next year. Unlike Spelman President Johnnetta Cole, she has no plans to leave the presidency of Vassar having completed the campaign.

Fergusson is part of a commuter marriage; her husband is a faculty member at Bucknell University PA. During the past three years, she reports, her husband did most of the commuting and helped with the campaign.

Even though the effort "was physically exhausting," the response from alumni and friends was "exhilarating, exciting, and thrilling," the president says. Looking out her window at the new art center and landscaping reinforces that her effort was worth the price.

Asked for advice to other women administrators beginning a fundraising campaign, Fergusson replies: "Enjoy it. Recognize you won't get what you want unless you make and enjoy good friendships, and have a sense of partnership with the patrons."

She adds, "Recognize there will be problems, setbacks, and plateaus; but remember that you are building friends for the long-term benefit of the institution. Your fundraising priorities must be for the long-term well-being of the college as well as according to the interests of the patron." Then, there won't be any problems down the road from funding a program that doesn't really support strategic goals or from contributions that come with too many strings attached.

Finally, Fergusson points out that leading a fundraising campaign can be personally rewarding. It does not have to automatically lead to burn-out. "You can get a second wind from what happens," she says. "The response builds morale and enthusiasm on campus." And that success fuels your own leadership. ◆

–DG

For more, contact: Frances Fergusson, President, Vassar College, Poughkeepsie, NY 12601; e-mail: fergusson@vassar.edu.

NSF Grants to Change Science Education, Support New Methods to Teach Women

Recognizing that how college students learn science affects how future teachers teach it, and that current methods are biased against women and minorities, the NSF has awarded 100 grants nationally to improve the quality of science teaching.

- As an undergraduate at Stanford University almost 20 years ago, Jill Marshall was advised against majoring in physics, and asked what made her want a career anyway.

Now the assistant professor of physics has a $61,040 grant from the National Science Foundation to develop a gender-neutral physics course and workbook for Utah State University students who plan to become elementary school teachers.

"I would like to see if we can develop a textbook that is more accessible to female students and might cause more of them or more of their students to end up in science and engineering, particularly in physics," Marshall said. Today only about 5% of physics PhDs are women.

Traditional physics texts emphasize male-oriented things like car engines, heavy machinery, sports and bullets-guns-and-cannons, she said, ignoring the accomplishments of female physicists and presenting the history of physics as "even more male-dominated than it was."

And classroom emphasis on lectures instead of hands-on exercises hinder those women and men "who haven't had a chance to play with machinery." Her course for general education students includes female physicists as role models and hands-on activities. She's seeking a publisher for her physics workbook to make it available nationwide.

- Professor Gothard Grey, an associate professor of physics and chemistry at Westminister College UT, leads a group that got a $100,000 grant to develop an introductory course that teaches biology, chemistry, geology, astronomy and physics in a noncompetitive manner.

With no lectures, the interdisciplinary course "teaches science by having students experience real science." It aims to restore an interest in science by the general public, by teaching students "how to investigate, research, observe and use facts to think through and solve problems," instead of just memorizing science facts.

Its hands-on, non-competitive approach is designed for women and minorities who often are "turned off by competitive, aggressive kinds of science courses," according to grant writer Susan Gardner.

- At Weber State University UT, mathematician Franklin Wattenberg got a $68,100 grant to develop materials to emphasize the unity of math with hands-on lab experiments and encourage students to explore the World Wide Web to customize their own math and science learning.

Reports are from *The Salt Lake Tribune* on November 26, 1996. ◆

The 12 Dreams of Christmas: Outrageous 1997 Predictions Affecting Women on Campus

The crystal ball's a little foggy, but it's clear that women on campus can use more support. Our optimistic fairy godmother makes these predictions for 1997:

1. Harvard University will demonstrate its commitment to walking the walk on diversity by naming as its next president short, black lesbian.

2. The American Association for Higher Education will move its 1997 annual convention to Columbus OH in February to coincide with the world's largest international flower show there.

3. The Educational Testing Service (College Board) will totally abandon its controversial PSAT and SAT tests because of their proven inherent bias against women. Criteria for $ 5 million in scholarships and college admissions will be: ability to demonstrate understanding of both sides of an argument, high school grade point average, and the ability to recall circumstances of a first date.

4. Scientists will identify a single gene for aggression that can be totally activated by the chemical hexyl-interdictine-testosterone (HIT). It will be available only to members of campus football, basketball and hockey teams, to be administered by a slap upside the head 15 minutes before game time.

5. The U.S. Department of Justice will announce that on all college and university campuses, date rape will be assumed unless the stronger member of a couple can produce written evidence that the sex was consensual.

6. Researchers will verify a suspected link between a nocturnal diet of cookies-and-milk and improved academic performance. Elite eastern schools will establish exclusive alliances with the Girl Scouts of America and the American Dairy Association to assure an uninterrupted supply of the performance-enhancing drugs.

7. The American Football Coaches Association will demand parity with women's lacrosse teams, charging the women's teams receive an unfair advantage in uniforms. "We'd like to wear those cute little plaid skirts too," they'll assert.

8. The woman named outstanding professor of the year will be summarily fired from her tenured position at Yale University for refusing to take notes and make coffee at a departmental meeting. "It has nothing at all to do with her gender," a male department chair will say. "We simply cannot respect her after that blatant display of uncollegiality."

9. The American Association of University Professors will announce standards for teaching excellence applicable to all college and university classes. Collaboration, listening and meeting the needs of each student will be overall goals. Lecturing will be strictly limited to no more than one-third of each class period, unless students petition for longer naps.

10. The NCAA will commemorate the 25th anniversary of the passage of Title IX nn June 23, 1997, forbidding bias against women on campus. It will announce that henceforth all member schools must demonstrate gender proportionality in their athletic programs to qualify for participation in post-season competition.

In addition, male coaches will be permitted to coach female teams only if a school can prove that no qualified female coach is available after a bonafide nationwide search.

11. Campuses will be required to provide free on-site child care for at least 5% of their student body, financed by student activity funds. "If we can buy beer, we can buy baby care," they'll say.

12. The Office of Civil Rights will interpret Title IX to require campuses to certify that the number of its top women administrators is proportionate to the number of females in the current student body.

A girl can dream, can't she?

Mary Dee

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New Era Needs New Strategies, Scholar-Activist Advises

Women face different challenges today than they did in previous decades, and need different tactics in the 1990s to succeed, advises one of the first women administrators at a top liberal arts college.

Sheila Tobias, author of the soon-to-be-released *Faces of Feminism: An Activist's Reflections on the Women's Movement*, says strategies that worked for women in higher education 25 years ago are unlikely to work in the future. The landscape has changed, she told participants at the 10th Annual International Conference on Women in Higher Education, sponsored by the University of Texas-El Paso in January.

Now a free-lance scholar and activist, Tobias was associate provost at Wesleyan University in the 1970s. Author of nine other books, she noted the success of women's efforts in the 1970s, called the 1980s an especially challenging decade for women and suggests strategies for women administrators in the 21st century.

She observed that as President in the 1980s, "Reagan appointed half the federal judges," ones whose opinions affect current public policy. In fact, the 1990s current hostility toward Hillary Clinton may reflect an increased hostility to "uppity women," and a backlash against women that began during the Reagan-Bush years, Tobias said.

New challenge to 1990s campus feminists:

- A divide-and-conquer strategy compounded by identity politics puts women at competition with themselves. Divisions between women with disabilities, women of color, and white, privileged women "make it easy not to take any of us seriously," she believes.
- "The loss of interest among younger women in feminism," she said, poses a serious threat. The lack of an "aftergrowth" of new blood is "how the suffrage movement was erased from our history books." Feminism is now the f-word more deadly than the shorter f-word.
- "Women's studies has become less political and more academic," Tobias noted. As a result, today it's more difficult for activist women to gain tenure, since departments are seeking theorists. Unfortunately, much of the new scholarship and teaching doesn't "pertain to current problems women face;" as a result, enrollments of both women and men in women's studies have dropped off.
- Meanwhile higher education is finding it more difficult to make ends meet. Campus financial resources are strained, and competition for faculty jobs is intense.

Work for change within current realities

These new challenges don't mean it's time to give up, but it's time to fight differently using new weapons. Although women have won many battles, the patriarchal system in higher education still exists. "If you're a white male, it's like swimming in a salt sea," Tobias noted. " You float to the top automatically." She advised five strategies:

- *Adopt a "Make do with less" strategy* more appropriate to an era of downsizing and accountability. "We can't do anything for women on the faculty or in the student body or for ourselves that doesn't serve the larger purposes of the university."
- *Borrow models from other trusted programs.* To start a "math anxiety" program, put it in an existing math lab or in continuing education.
- *Look locally for role models* in a particular program, instead of bringing in an expensive, outside speaker. Ideal role models are 10 years or so older than the students you're trying to impress, Tobias said. "The students dismiss older people as not relevant to their lives."
- *"Mainstream"* programs so they're open and appropriate to male students as well as women, she said. "You can pitch the program to what women need," Tobias said, but "be sure there's no intimidation or discrimination against males." You might produce a male sensitized to women's needs, the kind Tobias calls a "non-standard male."
- Know your facts and stay current on women's issues. "Your office should have a modest library of women in

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25 Years of Activism Yields Harvest

The seeds sown in the early 1970s by Sheila Tobias and her colleagues have grown into fields of opportunity for women on campus in the late 1990s.

In 1970, Tobias was hired as associate provost at Wesleyan University, to introduce a new, coeducational culture to the former men's college. She was one of only nine feminist leaders at New England institutions.

When Jacqueline Mattfeld was appointed VP for academic affairs at Brown University, then the top woman administrator at a major institution, Tobias and other feminist leaders were concerned that Mattfeld not allow herself to become a token or to undercut their efforts at equality. They invited her to meet with them, and Mattfeld agreed.

At the meeting in a motel, the nine women found they had common perspectives and problems. For example, despite their titles, none controlled a budget. And each except Mattfield was an assistant or associate.

Their insights bonded the group, and from that bond grew many successful initiatives. Calling themselves the "Committee for the Concerns of Women in New England Colleges and Universities," they began meeting regularly on different campuses, making sure the campus presidents welcomed them and paid for their lunch as a demonstration of support.

At each meeting the women went around the room, sharing the new, the good, and the awful situations they had encountered on their campuses. This information became their agenda.

At one meeting Tobias reported that she was having trouble getting the health service to provide contraception to women students because of cost. She solved the problem by documenting the costs of services provided more often to males: treating breaks, sprains and acne. Another administrator solved the same problem by arranging for a Planned Parenthood group to set up a satellite clinic on her campus.

Through these experiences, the committee learned there were often "lots of ways to skin every cat!" Tobias says. Among the committee's other successes:

- Information exchange to encourage affirmative action, women's studies programs, and more liberal leave and maternity policies.
- Creation of the Higher Education Resource Service (HERS), which continues to help train women in administrative skills; to provide qualified applicants for job openings. It covers subjects women especially need, such as computer technology and fund accounting.

Tobias believes women were able to accomplish so much in the 1970s because they believed in the need to work together to change a patriarchal system. A charismatic leader acting alone could not be as effective as a cohort of women from different backgrounds, working simultaneously to attack a problem on several levels. They also focused on their commonality, not on their diversity, so presented a united front.

Tobias' concern now is that the current focus on differences weakens women's progress. Books like *Men Are from Mars, Women from Venus* call attention to the differences between men and women and do little to eradicate gender differences.

Nothing separates women from self-actualization other than the "structure of opportunity," she believes. "If women could be free to be whatever they wanted to be, free of preordained roles ... and free of pre-determined status, they could be even better wives, mothers, teachers, and at the same time leaders of men."

history, sex discrimination and the law" and related subjects, according to Tobias. Women administrators "should be knowledgeable on subjects like Title IX of the 1972 Higher Education Act, Title VII of the 1964 Civil Rights Act, the significance of *Grove Colleges vs. Terence Bell*, and exactly what the courts have ruled most recently on affirmative action," she advised.

Don't be afraid to use power

Finally, Tobias suggested women administrators remember "power is not a dirty word." Although it sounds simple, the concept can be tough for women to absorb into their everyday speech and actions. "Many women are socialized to be uncomfortable with the trappings of power and to consider it unfeminine to be aggressively power-wielding," she said, but "you must not be afraid to go after and to wield power."

She cited three examples of women effectively using power: An IBM woman engineer who turned down a promotion to management, until she realized a less-qualified male would be her boss, and eventually became a VP there; astronaut Sally Ride, who did much to assist women graduate students in California; and Mary Clutter, National Science Foundation head who declared her group would no longer fund meetings lacking women as scheduled speakers, moderators or discussants.

In the end, Tobias explained, feminism remains a political issue. The point was that "feminism was a political stance and not a matter of identity," Tobias said. The answers for women are still political, and the wielding of power a key tool, she said. "I don't see why any of you in this room has to be afraid of going after this power."

–DG

To learn more, contact: Sheila Tobias: (520) 628-1105, fax (520) 882-6973. To underscore the importance of women's issues in your area, ask your local bookstore to order *Faces of Feminism: An Activist's Reflections on the Women's Movement*, due out in March. (Tobias said publishers call this "prepublication excitement," which she compared to foreplay.)

WOMEN
IN HIGHER EDUCATION

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Two Women Quit The Citadel Over Hazing; 'Administrators Broke Promises of Safety'

Fearing for their safety, two of the four women admitted to the formerly male-only public military institute this fall withdrew from the school in January.

"The school's promises to me and my family that knob life would be rough but safe were critical to me," said Jeanie Mentavlos. "Because The Citadel broke its promise, I cannot return."

The FBI is investigating reports of hazing, including nail polish remover poured on their clothes and set afire, blatant sexual harassment, abuse with a rifle butt, death threats and cleanser put in their mouths.

The other cadet to quit is Kim Messer. "I asked, and was promised, that I would be treated like any other fourth class cadet. In return, I received special treatment. Special treatment by way of criminal assaults, sadistic illegal hazing and disgusting incidents of sexual harassment."

The women's complaints were ignored until Mentavlos' brother, a senior cadet who left in disgust at the same time, forced authorities to pay attention to the charges.

In response to the complaints, administrators installed panic buttons in the women's rooms and will have adults sleep in the barracks.

Although the women have not yet mentioned lawsuits against the school or the 11 cadets facing disciplinary action for the hazing, both have retained attorneys, according to the *Wisconsin State Journal* on January 9, 13 and 14, 1997.

Injunction Halts California's Prop 209; Clinton Joins Fight for Affirmative Action

Chief U.S. Judge Thelton E. Henderson granted a permanent injunction to prevent the state, University of California and local governments from enforcing a November initiative that limits affirmative action in public hiring, school admission and financial aid.

The injunction means the ban on enforcement stays in effect until the case is finally resolved or overruled by a higher court. A trial by Henderson could take up to two years; meanwhile, the makeup of the U.S. Supreme Court could change to tip the balance from 5-4 in favor of limiting affirmative action to a majority supporting it.

President Clinton has decided to join the legal attack on Proposition 209. Although remaining silent about it during his re-election, President Clinton announced he would "as the nation's chief constitutional officer... act to defend the Constitution," believing affirmative action "must remain available as a tool to address persistent discrimination in our society."

University of California plans to use race and gender in 70,000 admissions decisions for the last time in the fall of 1997 for the nine-campus, 164,000 student system. A UC regent-imposed ban on affirmative action will start with admissions for 1998.

Gov. Pete Wilson said he is "deeply disappointed" with Judge Henderson's injunction against enforcing Proposition 209, but he expected no more from a former member of the ACLU board of directors. A former assistant dean at Stanford University's law school, Henderson was the first African-American appointed to the district court there.

Ward Connerly, the UC regent who helped pass Proposition 209, announced in January the creation of a national group to campaign in Congress and other states to end affirmative action. The American Civil Rights Institute will try to convince the nation to end the assumption that "race matters."

From the *Los Angeles Times* on December 21 and 24, 1996, and *Wisconsin State Journal* on January 16, 1997.

Two Wisconsin Chemical Profs Find Way To Prevent Lesions Causing Alzheimer's

To help the two million Americans who suffer from the loss of memory and reasoning called Alzheimer's disease, two women professors at the University of Wisconsin decided to investigate what causes the tangle of toxic proteins in the brain.

Laura Kiessing, a 36-year-old assistant professor of chemistry and Regina Murphy, a 40-year-old associate professor of chemical engineering, sought a way to prevent the formation of fibrils from the normally harmless protein in the brain.

"We got this idea and said 'Is this a totally naive idea?'" said Kiessing, who studied chemistry at MIT and Yale. The women found nobody had discovered a way to stop the fibrils from forming.

They created a molecule that tricks the proteins into binding with it, instead of other proteins, so they don't form the long fibrils that are associated with more severe Alzheimer's disease. Now it's up to a drug company to find a way to synthesize the compound into an injectable treatment that is able to bypass the brain's immune system without affecting it in other ways.

From the *Journal of Biochemistry*, January 1997, as reported in the *Wisconsin State Journal* on January 12, 1997.

National University Earmarks $225,000 in Awards to Women of Domestic Violence

To commemorate its 25th anniversary and give something back to its community, National University CA will award 25 scholarships worth about $9,000 each to women victims of domestic abuse.

Working in partnership with community agencies to develop criteria and solicit nominations, National will select recipients nominated by a social service agency based on their qualifications and chance for success, not just the most need. Probability of retention is a key factor.

"The goal was to provide an immediate escalator for women who are ready to turn their lives around," explained Patricia Potter, VP of educational services.

Since abusive partners often try to control the lives of their victims by denying them money and education, the grants may help them regain control of their lives and move toward independence and financial stability. Scholarship winners will also receive mentoring from faculty and staff, as well as personal, academic and career counseling.

Applications are due April 15 and the program will begin in July 1997, running through June 1998.

President Jerry C. Lee originated the project to give something back to women residents of areas served by three National University academic centers: San Diego, Sacramento/San Jose, and Los Angeles/Orange county. He hopes the scholarship will "assist women in transforming their lives through the attainment of a college degree."

The private school offers evening classes for adult students, whose average age is 34 and includes about 60% women, Potter told *WIHE*. "Talk to me in a year about how it's going."

Ms Sampras Leads UCLA Women's Tennis; Represents 'New Breed' of Head Coach

After four years as assistant coach, this fall Stella Sampras at age 27 became head coach of UCLA women's tennis, a job she was hired and groomed for.

As the men who have taken over more than half the head coaching jobs for women's teams (52.3% in 1996) move on, it's becoming "more common for younger women to be able to coach," noted UCLA assistant sports information director Elaine Adams.

Sampras was hand-picked by former head coach Bill Zaima, who planned his retirement. A former NCAA All-American tennis player, she had played professional tennis but disliked the lifestyle.

Responsible for fund-raising, she got her little brother Pete Sampras, currently the world's No. 1 rated tennis player, to play in an event that raised $5,000 each from nine people who played with and against him.

Her current lifestyle is a long way from the pro circuit. She still lives at home, spends leisure time with her family and advises a church youth group, according to the *Los Angeles Times* on January 5, 1997.

Tenure Bias Costs UC-Berkeley $113,000

In the last of a string of gender bias lawsuits costing California taxpayers millions of dollars, UC-Berkeley agreed to pay former assistant professor of art history Maribeth Graybill $113,000 in salary and expenses for tenure denial and retaliation.

The U.S. Department of Justice pursued her case after the EEOC found reasonable cause that she had been discriminated against in a 1990 tenure denial. Berkeley denied any wrong doing, just as it did toward other women who won settlements, including Margaretta M. Lovell, Eleanor Swift, Jenny Harrison and Marcy Wong.

Now a tenured professor at Swarthmore College PA, Graybill said, "The impact of this ruling takes on special significance because it is the last in a series of five cases brought by women against Berkeley. And every one of us won in one way or another," according to the *Los Angeles Times* on January 8, 1997.

Harassment Charges Lead Ohio State To Withdraw Job Offer to Yale Prof

It looked like a done deal. Professor Jay Jorgenson planned to start fresh on a tenure track job several states away from Yale University, which had privately reprimanded him for sexually harassing a woman student.

Neither Yale nor Jorgenson told Ohio State about the harassment or the reprimand. Only when the woman went public with her accusations last semester did Ohio State begin looking into his past. Although he denied having any romantic relationship with her, she produced e-mail messages planning their dates. As a first-year student in his intro calculus class, she said they had a two-month sexual relationship.

The case demonstrates a tendency for schools to pass on their lecherous professors to other schools while staying mum about the charges against them.

Yale discourages but doesn't prohibit profs from dating their students, a policy that may soon change, notes *The Chronicle of Higher Education* on January 10, 1997.

U of Buffalo Finds 'Thick Glass Ceiling,' Just One Woman Among 28 Top Leaders

Two years of study by more than 20 faculty members, staff and students told University of Buffalo President William R. Greiner what he asked about gender equity.

Not only are women underpaid and underrepresented at all levels of faculty and administration, but as a result, even the percentage of students who are female (46%) falls well below the national average of 55%.

Although the report hasn't been officially released yet, its recommendations make good sense to Jean Dickson, president of the Buffalo Center Chapter of United University Professions.

She hopes President Greiner will widely disseminate the report and establish a permanent office of women at the university to monitor progress at salary equity, increasing women in key jobs and improving the climate for women there.

The report notes that the school's leadership is overwhelmingly male, including the president, provost, vice-provosts, senior VP and five other VPs, as well as 16 of 17 deans: Only the dean of nursing is a woman. More disturbing, six of the 17 deans were recent appointments: All six are white males.

A lone bright spot was hiring a minority woman, Muriel Moore, as VP for public service; she has since left to be president of Buffalo State College.

The report also calls for more women head coaches and athletic administrators, and campus celebrations of national events for women, according to the *Buffalo News* on January 9, 1997.

Maine Students Sue for Equal Services At Augusta Campus with 72% Women

Complaining that their campus gets far less in state support than any other campus, student government officials at the Augusta campus of the University of Maine system filed a sex bias complaint against the school with the Boston branch of the U.S. Education Department's Office of Civil Rights.

With 72% of its 6,000 students being female, the Augusta campus is the third largest in the University of Maine. But it has no student health center, child-care facilities or other services for students with children.

It also receives state support of less than one-third the average of other campuses in state, $2,170 per student compared to a system average of $6,650.

The state's financing policies discriminate against women, according to Kurtis H. Marsh, president of the student government. "I don't believe that the discrimination has been intentional, but it has had a clear, adverse effect," March said, according to *The Chronicle of Higher Education* on January 10, 1997.

AAUW Foundation Awards $2.6 Million

More than 3,000 women applied for AAUW fellowships and grants for the 1996-1997 academic year. Of the 308 awards totalling $2.6 million, one-fourth went to women of color. AAUW grants are one of the largest sources of private funding for women's graduate education.

Conference on Campus Legal Issues

More and more, legal experts are affecting policies on campus. Your knowing how the law affects gender issues on campus can help you set legal and ethical policies.

The National Association of College and University Attorneys (NACUA) is holding a midyear conference March 14-15 at Hilton Head SC. For more info on "When Bad Things are Alleged on Good Campuses: Handling Charges of Misconduct" contact Kawania H. Wooten, meetings manager, at (202) 833-8390 or Fax (202) 296-8379.

NACUA is the major association for legal counsel to higher education. Executive Director Sheila T. Bell has a 22-member board of directors that includes 10 women.

MALE ATHLETES ACTING BADLY

Three North Dakota State Athletes Charged In Series of Sexual Assaults on Campus

North Dakota State starting running back Reggie Scott was one of three campus athletes charged with a series of campus sexual assaults in October and November.

Three women have accused Scott, Lee Griffith and Lateef Walker of sexual assault while they were asleep or unconscious. State investigators say victims may have been drugged with Rohypnol, the date-rape drug. Authorities said Scott had sex with a 15-year-old girl from August to November, when he struck the girl and bruised her face.

All three have been suspended from athletics pending an investigation of violations of the school's honor code, and pleaded innocent to the charges, says the *Chattanooga Free Press* on December 25, 1996.

UMass Basketball Player Denies Sex With Prostitute from Aspiring Agent

UMass issued a statement that basketball player Charleton Clarke denied having sex with a woman brought to a dorm room by an aspiring sports agent recently arrested on extortion charges.

The dorm room was that of Marcus Camby, who starred at UMass before joining the NBA. The aspiring agent is Wesley Spears, who after a six-month investigation was charged with first-degree attempted larceny by extortion and promoting prostitution, according to *The Tennessean* on December 30, 1996.

Sports Not Just an 'Extra'

Based on an edited interview with Joanne Palombo-McCallie, head coach of the University of Maine women's basketball team, as published in the Boston Globe *on January 5, 1997.*

"The value of sports is so critical to education," says Joanne Palombo-McCallie. "A lot of people talk about sports as an extra — that it's not critical. I find that sad. Sports helps you develop a healthy mind, a healthy body, confidence and self-esteem. Day to day, you have to reach a standard.

"My position on school sports is that you have to have standards in what you do. Don't dilute the programs. Part of my development as a student came from pressure to perform. People worry about stressing kids out. Life is full of stressers, and it just gets worse."

Women Athletes Follow a Different Drummer

"There's a definite difference between coaching women and coaching men," observes Palombo-McCallie. In her experience including three years at Maine, "I've had to teach women how to compete." She listed several examples of differences:

- "Men leave it between the lines better. Women tend to be more emotional, and they take it with them."
- "Women listen better than men.".
- They look at film differently. Women know when they've been beaten on a play, she said, and they watch film to figure out why. With men, "You have to use film to show a guy he's getting beat on defense to make him believe it."
- Their game is different. "We don't have the size or the athleticism to play above the rim. In fact, I'm not sure that's something we should aspire to. You've got to respect the game."
- We lead by example. "We're developing people in this program, using role modeling," she said. Consider the different models that come from players in the NBA. "They've gotten very whiny about that."
- The media are often out of bounds, and sometimes just don't get it about sports today, or the difference between women's and men's games. "Instead of reporting what is good, the media expects Michael Jordan to be the bridge for American youth. That's not fair." A reporter chided her for losing a close game to a top-ranked Western Kentucky team, when she feels the two teams are "not even on the same page."
- Professional sports influence the men's college game. Because of role models in the NBA, the men's college game is slowing down, she said. "The players are not working on their shots or fundamentals. They're not modeling themselves after Larry Bird, Magic Johnson or Michael Jordan," known for working hard.
- Money for professional players is expected to be quite different between the WNBA and the NBA. Discussing money in major programs, Palombo-McCallie said she's seen how major programs get funded, with clothes, shoes, private planes, every luxury, and empty gyms because nobody cares about them. "This money thing kills me. I make a fair amount of money. How much do you need?"

The Class of 2000: Women Pay Attention to Finances, Others

"Volunteerism at all-time high," notes a press release on the UCLA Higher Education Research Institute 31st annual survey of college first-year students released in January. "Finances are becoming more crucial in students' college choice," says *The Chronicle of Higher Education*.

Considering women make up about 55% of the class of 2000 and of those 251,232 surveyed at 494 schools, it's important to know how they differ from their male classmates in needs and expectations. Financial concerns and volunteerism are significantly higher among first-year women than men students.

Compared to last year's survey, the differences between women and men first-year students are shrinking slightly in virtually every category.

Why Go to College?

Getting a better job, learning and making more money top first year students' lists of reasons to attend college. While jobs matter equally to female and male students, women are motivated more by the prospect of learning things of interest and less by making money.

More women than men say they care about gaining "a general education and appreciation of ideas" and becoming "a more cultured person." And more women are in college to improve their reading and study skills.

	All	F	M	F-Differ
Get a better job	76.7%	77.3%	75.9%	+1.4%
Learn things of interest	74.3	77.3	70.6	+6.7
Make more money	72.4	69.8	75.7	-5.9
General ed, appreciate ideas	62.1	67.0	55.9	+11.1
Improve read/study skills	42.8	45.6	39.4	+6.2
Prove could succeed	39.5	40.2	38.6	+1.6
Become more cultured	38.0	42.7	32.2	+10.5
Parents wanted it	37.8	38.6	36.9	+1.7

Why Choose this College?

First-year students most often choose their college for academic reputation and the jobs that await its graduates. These and other academic considerations (special educational programs, prospects for admission to top graduate or professional schools) matter more to women than to men, as do finances such as tuition and financial aid.

Perhaps finances also explain why women are more likely to choose a college they can attend while living at home. More women than men care about college size. The only popular factor men list almost as often as women is the school's reputation for social activities.

	All	F	M	F-Differ
Academic reputation	51.6%	55.2%	47.2%	+8.0%
Graduates get good jobs	46.8	49.2	43.9	+5.3
Size of college	35.0	40.3	28.4	+11.9
Financial help offered	33.1	35.9	29.7	+6.2
Low tuition	31.3	34.4	27.6	+6.8
Get into top grad schools	29.6	32.1	26.4	+5.7
Social reputation	23.3	23.9	22.6	+1.3
Offers special ed programs	21.1	24.5	16.9	+7.6
Location near home	22.2	25.9	17.5	+8.4

What is Your Planned Major?

Top majors for women are professional fields, business, education and social sciences. Men choose business, engineering and computer science.

Among professional fields, women lead men not only in nursing but also in occupational/physical/speech therapy and pre-dental/medical/veterinary majors. Elementary education draws 8.5% of women and only 1.4% of men; there's little difference between the sexes in other education majors. Although business attracts more men, women outnumber men in accounting, the top choice of female business majors.

	All	F	M	F-Differ
Professional	15.5	20.2	9.8	+10.4
Business	15.6%	13.8%	18.1%	-4.3%
Education	10.7	13.2	6.3	+6.9
Arts and humanities	10.0	10.5	9.4	+1.1
Social sciences	9.2	11.7	6.1	+5.6
Engineering	8.2	2.6	15.2	-12.6
Biological sciences	7.0	7.4	6.5	+0.9
Technical	2.4	1.4	3.7	-2.3
Physical sciences	2.3	2.0	2.7	-0.7

What are Your Goals?

Female and male first-year students differ sharply in their personal objectives. Seven of 10 women list "helping others in difficulty" as essential or very important, but barely half of the men share this goal. "Becoming successful in a business of my own" is important to nearly half the men but just a third of women.

More women than men want to influence social values, help promote racial understanding and participate in a community-action program. More men want to do well financially, be authorities in their fields, manage others, be community leaders and keep up with politics.

	All	F	M	F-Differ
Very well-off financially	74.1%	72.2%	76.4%	-4.2%
Raising a family	72.2	72.1	72.3	-0.2
Being authority in my field	64.1	62.3	66.2	-3.9
Helping others in difficulty	62.5	69.8	53.4	+16.4
Success in own business	39.4	34.2	45.8	-11.6
Influence social values	39.0	42.9	34.1	+8.8
Promote racial understanding	34.7	37.8	30.9	+6.9
Be a community leader	32.1	30.9	33.5	-2.6
Keep up with politics	29.4	26.5	33.1	-6.6
Community action	23.7	26.6	20.0	+6.6

Expectations for College Years

If their expectations of college life prove accurate, women of the Class of 2000 are going to be a lot busier than men. More women anticipate getting a job to help pay their college expenses. Twice as many women as men expect to do volunteer or community service work. By a smaller margin, women also lead in their hopes for academic success: grades, graduation and honors.

In fact, if expectations materialize, only varsity sports will involve a lot more men than women. It seems men don't expect to put as much into college, nor do they expect to be as satisfied with the experience.

	All	F	M	F-Differ
Get bachelor's degree	69.0%	70.8%	66.8%	+4.0%
Earn at least a B average	49.0	49.9	47.8	+2.1
Be satisfied with college	47.5	51.3	42.7	+8.6
Work to finance college	41.1	45.5	35.5	+10.0
Volunteer, community srvc	19.3	24.7	12.4	+12.3
Graduate with honors	17.8	18.1	17.5	+0.6
Join Greek/social org	16.5	18.6	13.9	+4.7
Play varsity athletics	16.0	11.8	21.2	-9.2

Experiences in High School

Looking back on their experience as high school seniors, more women reported doing volunteer work, tutoring another student and socializing with someone of another race or ethnicity. More men reported having drunk beer and discussed politics.

Perhaps because they were more serious and gave more time to others, women are twice as likely as men to have felt "overwhelmed by all I had to do." More women than men report that during the previous year they've felt depressed, lost their temper, smoked cigarettes and taken anti-depressant prescription drugs.

	All	F	M	F-Differ
Frequently				
Social w/other race/ethnic	61.8%	64.0%	59.1%	+4.9%
Felt overwhelmed	29.4	37.3	19.1	+18.2
Asked teacher for advice	21.9	23.9	19.3	+4.6
Discussed politics	16.2	13.4	19.6	-6.2
Smoked cigarettes	14.5	15.6	13.1	+2.5
Felt depressed	10.0	12.1	7.1	+5.0
Frequently or Occasionally				
Studied with others	85.5%	87.5%	83.0%	+4.5%
Attended religious services	82.1	84.3	79.4	+4.9
Lost my temper	77.4	79.4	74.9	+4.5
Did volunteer work	71.8	75.0	67.8	+7.2
Found studying at home hard	57.2	59.1	55.0	+4.1
Drank beer	52.6	48.2	58.1	-9.9
Tutored another student	49.4	52.1	46.0	+6.1
Took part in demonstrations	41.2	42.4	39.7	+2.7
Took anti-depressant RX	4.5	5.2	3.7	+1.5

Public Policy and Social Norms

First-year student views on political and social issues differ sharply by sex. Women favor intervention by authorities to make life safer. More often than men, they think government should do more to control the sale of handguns, control environmental pollution and cover medical costs with a national health care plan. Women are more likely to believe colleges should prohibit racist or sexist speech on campus and employers should be allowed to require drug testing.

More men want freedom in heterosexual sex and drugs. More than half the men (but fewer than a third of the women) think "if two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time." Men outnumber women among first-year students who want marijuana legalized and think people should disobey laws violating their values.

Male students may value their own rights, but they're harsh on minority groups such as homosexuals, immigrants, racial and linguistic minorities and criminals. More than half the men say "affirmative action in college admissions should be abolished," and one man in five thinks "racial discrimination is no longer a major problem in America."

	All	F	M	F-Differ
More Women Agree				
Control handguns	81.6%	89.5%	71.6%	+17.9%
Ban racist/sexist speech	63.8	67.3	59.5	+7.8
National health care	72.3	75.7	68.0	+7.7
Control pollution	81.9	84.9	78.2	+6.7
Abolish death penalty	22.2	24.8	19.0	+5.8
Drug test job applicants	79.2	81.4	76.4	+5.0
Legalize abortion	56.3	56.7	55.7	+1.0
Fewer Women Agree				
Sex OK with new acquaint	41.6%	31.9%	53.8%	-21.9%
Ban homosexual relations	33.5	24.1	45.2	-21.9
Gov't docs in English only	44.3	35.9	54.9	-19.0
No educ for undoc immigr	55.5	48.4	64.3	-15.9
No affirm action in admiss	48.9	42.8	56.4	-13.6
Married women stay home	24.2	19.0	30.8	-11.8
Individual can't change soc	31.5	27.3	36.7	-9.4
OK to disobey laws	36.2	32.7	40.7	-8.0
Legalize marijuana	33.0	29.6	37.2	-7.6
Race discrim not still prob	16.3	12.9	20.5	-7.6
Reduce criminal rights	71.6	70.4	73.0	-2.6

Work, Stress, Power and Money

Women are doing more than men of just about everything except partying and sports. They take learning more seriously. They hold jobs and volunteer. Motivated and responsible, they pay a high price in depression and stress. Are colleges giving them the support they need to deal with stress and harness their strengths to their hopes and dreams?

The survey shows women of the Class of 2000 are altruistic. They expect to volunteer or do community service in college; helping others is high on their list of life objectives. Their social and political beliefs show concern for minorities and the disadvantaged.

Sadly, women are more like than men to agree with the statement, "Realistically, an individual can do little to bring about changes in our society." Fewer women than men discussed politics much during high school or value "keeping up to date with political affairs." More women want to *participate* in community action, but men more often want to become community *leaders*. For their generous spirit to result in social change, women need encouragement to view themselves as leaders, take an interest in politics and believe they can make a difference.

Nearly three quarters of women and even more men rank "being very well off financially" as important life goals. Seven out of 10 women and even more men attend college "to be able to make more money." But women have more financial worries now and lower expectations for the future. In larger numbers than men, women chose their school for financial reasons and expect to work to help pay their college expenses.

Are women doing the right things to achieve their financial goals? Their majors seem less targeted to high-paying jobs, though the learning skills from a broad education may serve them well in the fast-changing jobs of the future.

Perhaps more important, only about a third of the women but half the men say they want to succeed in their own business. For women's intellectual skills as well as their paid and volunteer work experience to lead to economic success, they need encouragement to think more seriously about some day starting a business of their own. ■

-SC

To get "The American Freshman: National Norms for Fall 1996," send $22 plus $4.79 shipping & handling to Higher Education Research Institute, UCLA Graduate School of Education & Information Studies, 3005 Moore Hall, Box 951521, Los Angeles CA 90095-1521.

Plan or Circumstance: Women's Paths to Leadership

Some paths across campus are plotted by landscapers and surveyors. Visitors admire their tidy surfaces and borders. Others evolve from foot and bicycle short cuts across the grass. Muddy and haphazard, they take some where they really want to go.

A few women plot their administrative career paths intentionally. More of us, however, landed in our present positions by a series of accidents. The prevalence of "evolutionary" careers was what surprised Bonnie Saucier most about the 13 female college and university administrators she interviewed in Texas and California. For all but two, their career paths were more happenstance than plan.

In a typical scenario, a woman found herself "in the right place at the right time" because of a husband's job. An open position attracted her interest or, more often, someone approached her about it. "They asked me and I said, sure, why not?" Promotions happened in much the same way. As women, Saucier says, we tend to "evolve into whatever position is offered us, because we don't prioritize careers over family."

Families limit mobility. Single or divorced women, or older women whose children are already grown, progress furthest in administrative careers, at least in part because they're willing to go where the jobs are. The opposite is true for men, who do best when they're married. Traditionally wives live where their husbands work and not vice versa, but the reverse is becoming more common.

> ***Whatever development process you're comfortable with, do it to the maximum.***

Of the women in the study, only one was in her 30s and married with school-aged children. She was one of Saucier's two career "plotters," and her husband had relocated to accommodate her job change. Though norms and attitudes are changing, Saucier doesn't "see as many Mr. Moms as I thought I would." Jobs on campus have become so competitive that men feel they must give their careers priority in order to survive.

The expectations of "evolvers" can settle into habits of thought. One woman had adult children and no husband. She was free to go anywhere. But she wanted to see her grandchildren more often, and told Saucier her next move would be "closer to family." Her mind set, not her situation, kept her on an evolutionary path.

Intentional choices

It's tempting to advise women to renounce evolution and start plotting their careers. Like the paths across campus, plotted careers generally look better. Women who let their paths evolve have wound up in lower positions, Saucier says, "but it wasn't a problem because they didn't have high expectations."

Low job expectations don't always mean low self-esteem. Expectations may reflect choices about what's important in life. Either path may bring a woman personal satisfaction if it's based on her own priorities.

Saucier believes we can't have it both ways. She advises women to "make a conscious decision whether to let your career evolve by accident or to plot it step by step." If you choose evolution, you may not reach the top professional levels, and that may be all right.

If you choose to plot your career, you may need to adjust your expectations (and those of your family) about relationships at home. Both plotters and evolvers need to devise strategies to balance their professional and personal lives.

The ways women lead

"We've made significant lifestyle choices that men have never explored," Saucier says. "Whatever development process you're comfortable with, do it to the maximum." If you're a plotter, you need to build skills and learn organizational dynamics to make your plotting succeed. If you prefer to evolve, you'll still do better within your chosen constraints by honing your leadership abilities.

The women Saucier interviewed agreed that women lead differently from men. About half of them described their leadership styles as relationship-oriented: participatory, collaborative, nurturing, open and personal. The rest split evenly between a task-oriented style more typical of men and a combined, "androgynous" style of high productivity and high participation.

Academic discipline emerged as a key factor in shaping leadership style. Several administrators said their training in women's studies, history, sociology or psychology encouraged caring and nurturing. Others said their microbiology, chemistry or physiology majors rewarded a focus on logic and task.

The administrators stressed how mentors, virtually all males, influenced their leadership styles and skills. An administrator who approaches a higher-level administrator for advice usually finds a man behind the desk. The few women administrators work so hard to balance job and family that they have little time or energy left for their colleagues. Professors who mentor younger faculty in "feminine" disciplines rarely have administrative experience, so administrators who learn leadership from mentors are learning from men.

Travel your chosen path

Leadership development programs help both plotters and evolvers alike, according to Saucier and the women she interviewed. They offer visibility, peer acceptance and networking. "It's kind of a subculture. Most of the women go-getters are active in these programs." You meet dynamic women at the institutes and at conferences. Later, when a problem comes up at work, you know counterparts at other schools whom you can phone for advice.

Leadership programs like those sponsored by ACE, HERS, NILD, CIC and others teach us tricks of the trade and broaden our perspectives.

"Women tend to tend to our business," Saucier says. A better plan is to occasionally pause to learn what's happening beyond our immediate surroundings with leadership development programs.

–SC

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What I Learned in My First Six Months as an Administrator; Or, Has Anyone Seen that Missing Iguana?

By Claudia A. Limbert, Chief Academic Officer
Penn State University, DuBois PA

Ed. note: This second part of a series on new administrators is exerpted from a keynote address at the conference on Women in Higher Education by the University of Texas -El Paso in January, 1997.

As a non-traditional student aged 35 who finished BA, MA and PHD programs while raising four children, I find my life hasn't followed a logical sequence.

My first academic job was as a tenure-track assistant professor of English at a Penn State University campus. Six years passed as I worked toward achieving tenure and promotion, extremely busy years of teaching, doing research, publishing both scholarly and creative work, and being very active in campus service.

It was campus service that got me thinking about moving into administration. I began compulsively reading material on higher education, management, and administration. Although I had no budget or real power, I often chaired committees, facilitated difficult meetings, wrote reports, and did semi-administrative work. To my surprise, I found that I enjoyed doing this and was told that I was highly effective in such roles.

The first time a supervisor mentioned my moving in that direction, I remember being frightened by such an idea. Why would I want to do that? Why take on something new and move into unknown territory? And, the faculty member in me asked: "Why in the world would I want to be one of *them?*"

As time passed, I realized I wanted to be an administrator because I wanted to form policy rather than react to it. But was there a way to learn more about administration without totally committing to it? At Penn State, there was. Supervisors suggested I apply for one of the three highly competitive, one-year administrative fellowships for women and minorities at our main campus, a fellowship that would put me under the guidance and mentorship of a top administrator. Having received tenure and promotion, I applied for a fellowship.

On August 15, I reported to our main campus as an administrative fellow. My new mentor told me he was committed to teaching me in 12 months everything he had learned about being a good administrator during his 30 years with the university. Evidently, he did a good job; only 11 months later, I was hired as chief academic officer at Penn State's DuBois Campus.

Stunned is hardly the word for how I felt entering my new office. *Pistol-whipped* is better. I was analogous to the dean of a small college, responsible for 43 full-time faculty members in all disciplines, about 30 adjunct faculty, and the academic integrity of all our programs. I administered a large budget, and was second-in-command to our CEO, a retired rear admiral.

However, there was a lot I didn't know. In my first six months, I discovered theory has very little to do with reality when one becomes an administrator. Did I ever learn.

First, the serious, job-related things

1. You must in some way separate yourself from the person who held that position before you, no matter how wonderful that person was. Why? Because people need to realize there's a new person, with new ways of doing things. And because half the people probably loved the former administrator and the other half probably hated that person, it's best to start on neutral ground.

I'm very different in personality and work style than my predecessor. I signaled that difference by changing the work space—filling it with light, plants, personal possessions like a robin's nest, favorite books, and artwork as well as moving the furniture so the room looked simple, uncluttered, and informal.

The faculty need someone to love them.

2. If you're an academic officer, you may find that, in the past, the faculty who now report to you have been abused: disciplined, criticized, and given too many responsibilities. But they may not have received much respect and, at best, may feel ignored and neglected. As my ex-rear admiral CEO said when I was hired: "The faculty need someone to love them."

After six months, almost all the faculty have come to visit me. Most aren't asking for anything; they just want to tell me about themselves and what they do.

3. As the chief academic officer, nothing can possibly prepare you for all the tasks you'll need to do. For example, I have helped deal with the realities of a wheelchair-bound student whose program was held in our only inaccessible space, authored responses to accreditation visits when I had never even seen one before, re-staffed courses one week before classes began, held the hand of a person who tearfully talked about a marriage ending, and had appointments fill my day until I sometimes felt like a deli worker.

4. Controlling your budget enables you to control your office. I've spent more time learning how to manage my budget than anything else, but I now know to the penny what is being spent on each unit and person reporting to me. Next year, my first budget proposal will be grounded in reality.

It's especially important for a female administrator to be good with budgeting. In another job interview, I was asked: "Can you do math? Could you define an algorithm?" questions that clearly would not have been asked of a male candidate. My answer: "I have always balanced my own checkbook and have never lost a penny. How about you?"

5. When communication is poor, trading often inaccu

rate gossip is how information gets passed along. Information hoarding as a form of power control becomes rampant. I began an electronic campus newsletter for all full-time faculty; it now also reaches all staff members, as they wanted access to the same information to work more closely with the faculty.

6. Don't automatically think you know best. You probably don't. Instead, try working with teams and bring the best of everyone to the table. At such meetings, do a lot of listening and watching body language. Ask lots of questions. Yes, you're still responsible for making the final decisions, but those decisions now will be informed decisions.

7. You'll need to encourage creativity, especially in these times of limited resources, remembering that creativity historically hasn't been highly valued in higher education. We too often tend to fall back on old ways of doing things, even when those ways no longer work. You may need to physically signal that creative thinking is welcome; I put creative toys like Legos and Toobers and Zots on my office conference table and found it very interesting to note the various responses.

To stimulate creativity, I say things like: "Think big." "Don't self-edit." "What is something new that we could try that might solve this problem?" "What would you do if you could do anything about this situation?" But I'm amazed at the collective brainpower now being brought to bear on problems and the truly innovative solutions being proposed for those problems.

8. Don't just sit behind your desk. By the time information reaches you, it's so filtered that it's totally useless, and a small problem assumes crisis proportion.

I do what some faculty call "Claudia's walkabouts"—visiting faculty and staff in their own offices, because I find that people are more comfortable talking on their own turf. You may ask the faculty if they want you to sit in on their classes to acquaint you not only with disciplines other than your own, but with the reality of their teaching lives and classroom needs. But unless it involves a disciplinary action, don't enter uninvited.

9. Learn as much as you can about technology, as higher ed is heading that way. My administrative fellowship year really introduced me to computers, as technology had been very limited on my previous campus. I remember being amazed by a color monitor in my new office.

10. Some general rules for working with those who report to you: Never show favoritism. Treat everyone with respect. Offer sincere praise when something has been well done. Offer constructive criticism and help when something hasn't gone as well as hoped. Build a supportive environment where all are valued. Do what is right, not what is easy. And always model the professional behavior you expect in others.

Some personal things I've learned

1. Set short-term and long-term goals, for both your unit and yourself. Where will I be and what will I be doing in three, five, or ten years? Only after we identify a goal can we begin working toward it.

2. Give serious thought to professional development. At Motorola University West in Phoenix, all employees regardless of position must have at least 40 hours of classroom instruction per year, whose cost is part of every budget. How much continuing professional development do we give administrators? Zero? Is that why so many of us either burn out or ossify at the same level as we entered administration?

3. Expect stress in any new job, particularly those first few months. I could rarely sleep more than four hours a night, waking up with mind racing, worrying about the million things that needed doing the next day. Complicating this was what my daughter labels the "Charlatan Complex." It's that feeling deep down inside that many women share: We are impostors and someday someone will surely find us out, suddenly leaping out and yelling, "Charlatan!" and everyone will know.

I'm still working on the Charlatan Complex, but I found a way to get around the mind racing with a million things to be done ASAP. I keep a pad and pencil beside my bed. When I wake up, I jot down the problem (and perhaps a solution) so that I don't feel I have to remember it for morning. With experience, I'm getting better at prioritizing tasks, plans and resources.

4. It can be incredibly lonely being the only female administrator at a small campus in a small town. I'm still thinking about a solution.

5. Make room in your life for something other than your job. Although I had been warned about this, I'm still negotiating with myself. I love my new job so much that it could easily consume every waking hour. To avoid that temptation, I rarely take work home. I may stay in the office longer or come in on a weekend, but my home is a refuge where I go to renew myself.

I now block three things in my office appointment book. One is in-office work time, for uninterrupted tasks. The second is mini-vacations to visit my children around the country. Third, I schedule lunch or dinner dates with friends and keep them as I would any other, no matter what else comes up.

6. If you're not having fun, then you're in the wrong job, advised my administrative fellowship mentor.

Wild and weird realities of actual administration

1. Your official job description has little to do with your everyday life. Quickly you learn an administrator's office functions less like a well-oiled machine and more like a triage unit. I learned many people other than educators reported to me only after a stack of colored cardboard forms (time cards) appeared.

2. Take a good look at the top of your bare desk the day you move in, as you won't see it again until you move out. You may aim for a clean or at least organized desk, but don't worry if it doesn't happen.

3. A strange thing about moving from faculty to administration: Administrators see you as faculty and faculty see you as administration. This especially troubles the faculty.

When I interviewed for my present job, a faculty member with whom I had worked on several projects was asked to get me to the next session. I noticed he said very little—unusual for this man who always bubbles with talk. Finally, he blurted out in a choked voice, "Claudia, how could you do this?" "Do what?" I asked. "Become one of them," he shuddered.

I didn't know what to say. Later I e-mailed him, asking whether he'd prefer to have someone in charge of his fortune who knew what faculty life was like, or someone who hadn't a clue? He agreed to preferring someone who actually knew the difficulties he faced.

If you're not having fun, then you're in the wrong job,

4. It will be assumed that you have spent great sums of money on redecorating your office, probably out of the faculty travel budget. Early on, a faculty member casually said, "Well, redecorating this office must have cost the campus a bundle." I was glad to be able to say that I had rearranged and scrubbed things without spending a penny of campus money.

5. Motherhood is perhaps the best training I could ever have received to be an administrator. I can tell when someone is telling me something less than the whole truth and know exactly how to convey that message to them in a look, without saying a single word. Also, having been a mother has provided me with some valuable experiences (and a sense of humor) that I can apply to present situations.

For example, two faculty members sharing an office were having difficulties. One came to complain that the other was messy and taking over more and more office space. As the faculty member spoke, I had a sudden "mommy flashback." Before I could stop myself, I started laughing and said, "This reminds me of when my first two sons were about eight and ten and shared a bedroom. I put a strip of masking tape down the middle of the floor to settle their argument over space." I stopped, horrified that I had said something like this but, to my amazement, the faculty member started laughing too. "Don't look for your roll of masking tape," the person said. "I think we can handle this."

6. It's okay not to be perfect. In fact, a certain level of vagueness may endear you to your faculty. When our fall semester began, I was still very new and was supposed to introduce all faculty by name at the freshman orientation. But I had seen only a few! The seating chart from my staff assistants should have worked perfectly. In reality, several faculty who had other plans decided to show up. At the end of the introductions, I happily asked, "Well, have I introduced you all?" A dead silence prevailed until the rest stood and introduced themselves.

7. The virtues that one's faculty value in an academic officer differ greatly from what one might assume. At my campus, faculty seem to appreciate three things: Family connections, speed and tenacity.

At my first interview, the engineering faculty weren't sure they wanted an English faculty member as chief academic officer. But when they learned all three of my sons are engineers, they asked the CEO to hire me. Later the faculty kept telling my CEO they were impressed at how quickly I did things, especially answering e-mail and signing purchase requisition forms. Finally, they seem to admire my tenacity. As one said recently, "No offense, Claudia, but once you are hot on a project, you're just like a rottweiler on a soupbone."

8. Always carry a plastic bag with you. I got this rule from a Wildlife Technology faculty who learned I routinely take long walks for exercise. Why? "You can pick up any roadkill you find and our students can use them in the labs and then stuff them for display purposes." I later wondered what would happen if I happened to drop dead on one of my walks?

9. You must project a certain level of dignity since you're representing your school. I was sorely tried twice.

I had counted myself as very fortunate to find a nice apartment on the first floor of a turn-of-the-century house in downtown DuBois. About a week into the job after a stormy night, I saw a tricycle float by, followed by miscellaneous planters and yard ornaments. That's when I realized my lovely apartment was in the middle of a flood plain.

My landlord offered to convey me to my office for a very important conference call that morning by canoe. Dressed in my suit, clutching my briefcase, holding my black umbrella over my head, and looking like Katharine Hepburn in *The African Queen*, I boarded the canoe. Then, doing what my daughter calls my "Queen Mum" wave, I was paddled to higher ground, the neighbors on their front porches cheering me as I passed.

The other occasion was less dramatic. Taking a family on a campus tour to recruit their son, I pointed to a building, when a little brown bat suddenly flew up under my armpit. I froze, arm rigidly extended, all eyes riveted to my armpit. What could I do and still maintain Penn State dignity? Luckily, the prospective student calmly plucked the bat off me, gently stuck him back under his ledge and we proceeded on our tour.

10. One will be called on to participate in a variety of extra-curricular activities, also not listed in the job description. Recently, the Wildlife Technology faculty told me their two-foot long iguana was missing, but he would be much easier to find than their missing snakes that probably were still living somewhere in the ductwork. Would I keep an eye out for the iguana?

I've completed my first six months as an administrator. Have I been successful? Looking out my window, I don't see my effigy hanging in the trees. At a recent meeting, I asked a faculty group how they'd feel about something that I was considering doing. There was a silence, until one spoke: "You shouldn't worry about it, Claudia. It doesn't really matter what you decide to do, because in a year we won't like you anyway."

I have six more months to go. ■

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We're Caught Between Shifting Paradigms

"General notions are generally wrong," Lady Mary Montagu observed 200 years ago. Change makes old truths obsolete; today change happens faster than ever. Our mothers got by without the things we take for granted: credit cards, pantyhose, frozen foods, microwaves. Our daughters will take for granted things we can't yet imagine.

In 1976 there were 50,000 computers in the world; now that many new computers are installed every day. In the words of science fiction writer Ursula K. Le Guin, "The only thing that makes life possible is permanent, intolerable uncertainty."

Administrators are caught in the middle, as old expectations at work give way to new ones. According to Nell Tabor Hartley, who heads the management department at Robert Morris College PA, paradigm shifts in the workplace follow the same patterns Thomas Kuhn described in 1962 to explain scientific revolutions. Seeing these patterns can help us harness change. Whether in science or the dean's office, paradigm shifts follow common themes:

- **Theories lag behind facts.** Change is a fact of life, as inevitable as death and taxes. Kuhn wrote that "anomalies," events or discoveries that don't fit into accepted theories, must accumulate over time before paradigms change to accommodate them. Women have been entering the professional workplace in unprecedented numbers for several decades, but institutional and individual norms haven't caught up.
- **Not all evolution is progress.** Hartley says she entered higher education to teach, but the new paradigm treats education as a business. "Now we're selling credits. We're asked to waive prerequisites." The paradigm shift transforms students from learners to customers. In a related shift, employer loyalty used to be considered a universal workplace guarantee. The new American paradigm is "do your best, but you're doing it for yourself."
- **Paradigm shifts start with the young.** In scientific revolutions, Kuhn wrote, almost all creators of new paradigms are "either very young or very new to the field whose paradigm they change." People with longer experience in their fields tend to be more attached to established ways of thinking. The women who pioneered in male-dominated professions helped open the door for the next generation; now younger women are pressing the changes forward.

Caught in the middle

When women began to pour into the professional and managerial workplace in the 1970s, they encountered norms already set by men. In *Games Mother Never Taught You: Corporate Gamesmanship for Women* (1977), Betty Harragan advised women to look and act like men: major in technical fields instead of the liberal arts, wear uniform blue suits to the office, and "if it moves, salute it."

Change has come fast but not easily. Most of us, women as well as men, resist paradigm shifts. We fear the unknown. We fear loss. We fear failure. Paradigm shifts challenge our cultural values, disrupt our personal relationships and set off personality conflicts with spouses, neighbors, friends and colleagues.

Fortunately, Harragan's advice has become passé. The military model of leadership by command gave way to an athletic model of leadership by coaching, which improved with changes in women's sports. New models of partnership and empowerment are emerging.

Administrators are caught in the middle as they feel out their response to ambiguous new norms. Which traditionally female behaviors make administration more effective and humane? Which traditionally male styles are worth learning? "We need to know we can't abandon a paradigm until we have something to replace it," she says.

Ways to harness change

The faster things change, the less our communities share a common set of assumptions. Even if your school's policies are up to date, individuals may still be functioning within an old paradigm. Whatever our own convictions, we have to manage from the middle and try to work effectively with people who see the world from different perspectives. Her strategies:

- **Follow the "Platinum Rule."** The Golden Rule, "Do unto others as you would have others do unto you," serves best in a community where everyone wants the same things. During a paradigm shift, you can't assume you know what others want. Some workers like lots of feedback, others prefer little. Some want detailed instructions, other prefer autonomy.

  Hartley recommends the "Platinum Rule" for management in the 1990s: "Do unto others as they would have you do." It implies you must find out what people want.
- **Know yourself.** "We need to know our own hot buttons," Hartley says. "I need to know what it is about me that's causing problems with the change." Your nurturing style may disempower people by limiting their scope to make their own mistakes. Your commitment to teamwork may mean you hide your opinions for fear of conflict. Find a "truth teller" to give you honest feedback on how others see you.
- **Look backward as well as forward.** "One of the paradigm shifts I encourage is to focus on the antecedents," Hartley says. Figure out what created the situation you're trying to deal with.
- **Understand the roots of resistance.** Often people resist paradigm shifts out of fear that they won't have the knowledge or skills to adapt. Administrators have a responsibility to acknowledge these fears and help equip people to meet new demands.
- **Get the facts.** Too often we react before hearing both sides of an issue. This is one reason we resist paradigm shifts. It's also a reason we sometimes expect the shifts to happen more easily than they do.
- **Study change management.** Read and go to seminars to improve your change management skills. The trend toward lifelong learning is another changing paradigm.
- **Encourage humor.** In the midst of tensions and ambiguities, there's nothing like a laugh to get you through the day. Hartley told the story of a bird falling from its branch onto the cold ground. It was freezing to death, until cow manure landed on the bird and warmed it. Secure and warm in the manure, the bird thrust up its head and sang for joy. A nearby cat heard the singing, pounced on the bird and ate it.

The moral? Everyone who craps on you is not your enemy. Everyone who gets you out of the crap is not your friend. And if you're warm and happy and in a pile of crap, keep your mouth shut! ■

-SC

Nell Tabor Hartley was keynoter at the January conference on Women in Higher Education held in Texas. Contact her at Robert Morris College, 600 Fifth Avenue, Pittsburgh PA 15219-3099; (412) 262-8294.

Coming Out as a Feminist in the Classroom

You've been hired to teach traditional American literature courses at a school 1,000 miles from home, in a new climate and culture. Having taught in Women's Studies, where your feminist perspective was welcome, do you bring your views into a "straight" class, or do you play it safe and teach it traditionally?

Diana York Blaine, assistant professor of English at the University of North Texas, decided to play it safe. At the conference on Women in Higher Education held in El Paso last month, Blaine discussed her experience.

"While the department here knew I was a feminist, and the university has a small, dynamic Women's Studies program, I nonetheless felt confused about how to make the transition from courses that officially sanction feminist positions to those described in the most traditional terms.

"I began the semester with a private dedication" to teach as a feminist, but was "afraid to use the dreaded 'F' word to a roomful of students innocently expecting me to be their paternal authority figure," she said.

No circle of learning

Her first decision was to retain the traditional classroom setup. She knew arranging chairs in a circle was the most practical way to achieve a feminist teaching style, because "it assumed their (the students) perspective mattered, ... it decentered my authority, ... it encouraged them to talk to each other rather than at me." But she bowed to the logistics of 30 students in the small classroom.

After a student spoke of another professor in the department whose students sat in a circle, she told her classes to arrange the chairs in a circle before each class.

One class continually failed to rearrange the chairs, the students grumbling about her "eccentric California teaching methods." Blaine interpreted it as their being uncomfortable with her refusal to be the authority figure. As the semester progressed, Blaine felt more frustrated by keeping discussions free of feminist scholarship.

The closet becomes cramped

A breakthrough came when Professor Roger Shattuck of Boston University spoke at her university in October, calling for a return to conventional teaching methods.

But Blaine came away from his lecture convinced to make her feminist perspective clear to her students. Just changing the chair arrangement wasn't enough. She needed to change her message.

The feminist classroom challenges each student to "bring her life experience to the classroom, actively participating and questioning." It's more difficult, since the goal isn't merely the students mastering facts, but making progress through collaborative dialogue.

"Using traditional approaches, you don't earn the disdain of students who find group work to be difficult and frustrating," she observed. Socialized into a competitive learning environment, they think of their education as a win/lose proposition and devalue you for rejecting conventional trappings of authority. You also don't earn the disdain of colleagues who mistakenly view your approach as "soft."

In reality, this strategy is harder: it requires a grasp of classroom dynamics, careful scrutiny of group work, the ability to balance opposing voices and more out of class mentoring. "It would be much easier to drop in like a celebrity, make everyone feel grateful for your presence and read from yellowed lecture notes."

She understands the difficulty in accepting diverse perspectives as a historical problem. "It reflects the traditional hierarchical structure of the church, which was the model used for schools: students sit facing forward, looking at a pulpit/lectern, taking notes from the priest/teacher, who provides the answers."

An open classroom

Encouraged by her epiphany at Shattuck's lecture, she decided to open up about her feminism and what it means in the classroom. The students also "really opened up:" Some were hostile, but all were challenged.

Discussing the domestic violence in *A Streetcar Named Desire* early in the course, she wrestled with how to incorporate a feminist perspective. "Were we in a Women's Studies course, I might have assigned readings on spousal violence to bring an informed perspective into the classroom." Having censored her own feminist scholarship, she described the discussion as "awkward."

Later in the course, she returned to the play to discuss the issue of violence, having realized that, "as an educator, my best gift to them would be to act as a role model who discounts the notion of violence as permissible under any circumstances."

From a strictly literary sense, she felt unjustified. But she believed students would learn more if they could think critically about the beliefs that a work of literature supports or undermines. In retrospect, she realized that by trying to mask her own feminism, she was "contributing to the notion that there is a single way to study literature," separate from life as we live it.

And she realized that feminism isn't just a tool to be applied in limited circumstances. "It offers me a comprehensive way of examining my world and my role in it and reclaiming my own power as a woman and as an educator," she said. When literature represents a "world in which women cannot have power, do not have power, or have only negative power, it is my right to say this aloud," she decided.

"The so-called 'objective' view supported by scholars like Shattuck is actually very much defined by class, race, gender and sexual orientation. In fact, they end up being less objective because they don't acknowledge the fact that their perspective isn't shared by everyone."

After Shattuck's lecture, Blaine began a classroom dialogue on "what students want to know about an author's background, how they prefer to read, what information they want and when."

But as she explained, "I am not Dad, I am not the final authority, I will not tell them what everything means."

She's out of the closet now. And with her dean in the audience nodding as she bared her soul in El Paso, she's highly unlikely to return to that stifling environment. ◆

-DJ

How Women Use Office Humor in Campus Situations

Jack and Bill both report to Susan. Bill comes into her office, where she and Jack are tape recording. "I love that dress you have on," Bill says. Susan jokes that she ought to use the tape recorder more often, since a compliment from Bill is rare. "She's going to be playing that over and over again," Jack teases. "All day, the rest of today, and most of tomorrow," she says with a laugh, building on his humor.

As Jack leaves, Susan asks him to go pick up some forms the group needs, apologizing for imposing on him. "My time is yours," he says playfully. His time really is hers, since she's his boss. They all laugh at his mock gentility.

"'Nice dress' and 'your time is my time'!" Susan says. "Boy, I'm going to have a tape recorder going all the time."

When is a joke not a joke? When it's a tool for negotiating office relationships, notes Deborah Tannen, linguistics professor at Georgetown University and author of several best-sellers on gender styles in conversation.

Tannen discussed how women and men differ in their use of humor at the American Anthropology Association annual meeting in San Francisco in November, 1996.

In the workplace, almost everyone joins in joking, teasing and laughter at natural boundaries, such as before and after meetings, she said. Individual styles vary by gender, job level, cultural background and personality. Office humor is valuable to set people at ease, diffuse tension, build rapport, and confirm or challenge a hierarchy.

Rank and deference affect humor

Day after day, employees balance their wish to move ahead (gain power) against their wish to get along (increase solidarity). The two don't necessarily conflict; children can be close to their grandparents without pretending to be their equals. Work settings are typically hierarchical, but comfort and efficiency depend on developing good feeling among workers. Office humor can strengthen relationships at the same time as it reinforces hierarchy.

Teasing in the office flows across or down the chain of command. The boss who teases her employees is building rapport while asserting rank. Peers may tease each other for solidarity, but workers rarely tease their bosses.

Subordinates show deference by laughing at their bosses' jokes. Laughter shows recognition and acknowledgment. A middle manager may or may not laugh for a subordinate but almost always laughs for a superior. A joke by the president or CEO gets the biggest laugh of all.

As a woman, you should consider a subordinate's failure to laugh at your jokes as a warning sign. Dan, who reports to Kate, suggests making cartoons of dollar bills. Kate builds on his suggestion with a laugh, "Yeah, put a smile on them." Instead of laughing with her, Dan deadpans that it's hard to make George Washington smile. An older man who had expected a promotion, Dan was disappointed when Kate was brought in to fill the vacancy above him. His refusal to acknowledge her humor is just one of many ways he resists her authority.

Humor as a buffer

Humor helps relieve tension and soften blows. In the office it can buffer statements that might hurt or offend. Subordinates who dislike a policy disguise their complaints as wisecracks. If necessary, they'll be able to defend themselves by saying they were only joking.

Bosses use laughter to soften the impact of a direct order, criticism, or bad news. This is especially common on the part of women, whose style puts greater emphasis on sparing the other person from humiliation.

Susan and Jack maintain a humorous fiction that he can choose whether or not to pick up the forms for her.

So long as everyone understands what's meant, the smile that softens unwelcome statements can take away the sting of personal rejection. The risk is that the listener may discount information that comes buffered with humor. Experts warn that too much smiling can undermine a woman's message. Listen closely if your subordinate complains with a joke or your boss criticizes with a laugh. They probably mean just what they're saying.

Women's humor, men's humor

Both women and men use humor in the office. Typically in middle-class white America, women use humor to save face for the other person, while men are more likely to use it to confirm or improve their relative rank.

Women tend to tease with compliments, men with mock insults. A woman and a man each tease a colleague about his clothes. The woman gushes, "I love your shirt. It's gorgeous. I'm really proud of you." The man razzes, "Nobody wears a tie clip any more," and sets off a string of good-natured banter.

To build on a colleague's joke, women tend to acknowledge and enhance it, as Susan does with Jack's comment about the tape recorder. Men are more likely to spar, showing affection by pretending to fight. Each style works so long as everyone is playing by the same unspoken rules. Problems arise when the styles cross.

In meetings of women, Tannen heard more laughter but fewer jokes than in meetings of men. Laughter acknowledges others and creates rapport; telling jokes puts the spotlight on the speaker. If this gender difference carries into mixed groups, might some men misinterpret the women's laughter as deference and conclude that the women hold lower positions or skills? Differences in style are as easy to misread as differences in rank.

Why men think women lack confidence

Kate invites two women subordinates to use a certain program on her office computer during her absence. "Unless anyone has any other plans for my office. My office is such a mess, nobody would dare move into it. You'd have to be crazy." All three women laugh. Though Kate uses humor to tone down her position of authority, her intent is clear: Apart from the one computer program, she doesn't want anyone using her office while she's away.

Kate's self-deprecating humor could easily be misread as lack of self confidence. On the contrary, she feels secure enough not to have to prove herself with heavy-handed directives. They know who's in charge. If she uses the same sort of humor around men who trade mock insults to vie for status, though, Kate risks a reputation as lacking the necessary confidence to move ahead in management. ◆

–SC

THE LAST LAUGH

My Friend is Burned Out, So I'm Going on Vacation

One of my closest friends lives 3,000 miles away. We talk but an hour a week, usually on her nickel, but we stay very current in each other's lives.

We met at the University of Wisconsin radio station, where I did low-level community relations support and she did equally low-level on-the-air continuity.

When we lived in town in an earlier life, we did wild and crazy things together. I'll never forget the time we ate in a Shakey's pizza place wearing our Halloween masks: her a 50s secretary with cat's eye glasses and me a balding man with horned rim glasses. We enjoyed the stares of other customers until the masks got too warm and we wanted to take them off. Then we realized to our horror that all those people in the restaurant would then laugh at the real us.

Between us, we've been through three husbands, one child to whom she is namesake and godmother, several dogs and many, many jobs.

Once in the 1970s, we compared our miserable lives and decided the only rational response was to leave for Australia immediately. If there had been any work-for-passage travel ads for Australia in the *New York Times* that day, you wouldn't be holding this page.

She left the university when, as a staff writer doing scripts for the Annenberg project in the 1970s, she was asked to footnote a script for a radio production!

She now heads a non-profit organization studying biodiversity and intellectual property worldwide. She operates from a spare bedroom and lives on the interest from investments made in an earlier life. In fact, I'm on its board of directors, a very well-paying post with much public acclaim.

In 1996, she traveled to speak at gatherings in India, Washington DC, Aarhus (Denmark), New Delhi, Vancouver and Vermont, besides writing many articles and a handbook on biosafety in genetic engineering for citizens, scientists and policy makers worldwide.

The problem is, she's gotten burned too frequently by information snatchers, and burned out trying to save the world for all of us folks. Although suffering from writer's block, feelings of fatness and slothfulness plus guilt at leaving her 79-year-old husband home alone, she is blind to the need to recharge her batteries.

She hasn't taken a block of time to please just herself for many years, that I know of.

So as a role model to her and other workaholics, I'm taking a vacation to Mexico myself. She can enjoy it vicariously. From January 22 to February 2, I'll be counting grains of sand, tropical fish, Mayan ruins, margaritas, and phases of the moon in the Porta Morelos fishing village just south of Cancun.

With this Wisconsin winter so cold that the airlines delayed flying my scholar back to college for three days, I decided it was the time to do some thinking.

My goal is to discover/decide what to do in the next phase of my life. Having just read *New Passages* by Gail Sheehy, I've decided to look inward to discover where I need to be going. (Warning: Reading the first *Passages* inspired my decision to try motherhood.)

As Sheehy wrote *in Passages*, "No sooner do we think we have assembled a comfortable life than we find a piece of ourselves that has no place in it."

For companionship, I'll have a copy of Barbara Sher's *I Can Be Anything I Want if I Just Knew What it Was*. And a former social worker will be with me to share laughter, sun-side activities and introspection.

As a Gemini, I'm getting that restless feeling that a change is due. I may even have inadvertently passed the stage where a red convertible would keep me happy. Maybe a more fundamental change in scenery—personal or professional, physical or metaphysical—is required.

And then again, maybe I can just tweak my current responsibilities, delegate more, and retain the control of *WIHE* while developing other outlets for my energy.

With any luck at all, I'll come back renewed, refreshed, and ready for new challenges in a new direction. At the very least, I'll have a suntan.

Mary Dee

P.S. Now that I have an empty nest (a term my tennis team swears was invented by a male), I plan further self-awareness by attending a National Institute for Leadership Development "Leader's Workshop" with Carolyn Desjardins. Current dates are March 8-14 in Nashville, or possibly May 31-June 6 in San Diego. See you there?

Note: Thanks to all who called offering to summarize books. Due to the much greater than expected response and to the above, recovering librarian Mary Zenke will handle the assignments.

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Three Campuses Reflect Progress on Gender Equity in Athletics

In just three months, advocates of gender equity in athletics on campus can light 25 candles on a cake celebrating the anniversary of the passage of Title IX of the Education Amendments of 1972, its legal basis. Every month schools and student athletes make headlines as they try to solve the issue of gender equity. Here's an update:

- ***At Michigan State University,*** AD Merritt Norvell in January announced plans to bring the MSU athletic department into full compliance with Title IX this fall. While women are now 52% of the MSU student body, they are only 40% of all athletes. The new plan will bring them to 49.3%.

The plan involves adding women's crew as a varsity sport and changing men's lacrosse and fencing from varsity to club status. MSU will increase scholarships for women's sports by at least $400,000 over the next four years.

Working with MSU is consultant Val Bonnette, a former gender equity in athletics investigator with the Department of Education's Office of Civil Rights. For several years MSU had internally "studied the issue and decided things weren't right," she said. MSU contracted with her consulting group, Good Sports, Inc., to collect information on the athletics program for 1994-1995, and then return to update it for 1996-1997.

"We did a full review, as thorough as the OCR would do. Our report identified where the problems are, the range of options and alternatives, and then the school chose to do whatever it wants. MSU gave copies of our report to the press," Bonnette said.

"They chose to take the high road, getting their program into compliance across the board, which puts them in rather select company. It's going to be the model for other schools," Bonnette said. "And it speaks volumes for their administration, since a lot of others might have taken another road."

The OCR offers schools three options to demonstrate gender equity in sports: have the percentage of athletes of each gender relatively equal to its student body, or show a continuing history of expanding sports for the underrepresented gender, or fully accommodate the interests and abilities of underrepresented athletes on campus.

"We explained how MSU could comply under each of the three OCR tests, and they chose proportionality," she said. With an enrollment of 40,000 students and a great number of club sports, MSU had little choice but to cut men's varsity sports in order to reach equity and meet the proportionality option of the OCR's test, she said. "They would have had to keep on adding more and more women's sports."

- ***At the University of Minnesota- Duluth,*** trouble in the athletic department kept growing since August, when AD Bruce McLeod resigned amid charges of theft and diverting funds earmarked for gender equity to other accounts.

Last month, two members of the university's women's soccer team filed suit in U.S. District Court charging the school with failure to properly fund the team. Senior Julie Grandson and junior Jen Thompson say UM-D does not comply with Title IX because 82% of its 1995-1996 athletic scholarships goes to male athletes.

The Duluth News-Tribune reported that females are 46% of UM-Duluth students but only 32% of its athletes. Of its total $2.3 million athletic department budget, females receive 25% while males receive 75%. Of UM-D coaches for the six women's and seven men's varsity teams, three are female and 22 are male.

State Representative Kris Hasskamp, a former tennis coach at the College of Saint Scholastica MN, planned to introduce legislation requiring all University of Minnesota campuses to pick up at least 30% of the costs of women's athletic programs starting this fall. An audit of the UM-D campus shows it now pays about 5%, with the rest coming from special funds allocated by the state legislature each year. Her proposal would require UM-D to add about $275,000 to fund women's sports starting this fall.

Pat Merrier resigned last month as acting AD to return to her classroom, leaving Vice Chancellor of Finance and Operations Greg Fox to fill in until a new AD is named in April.

University officials say they plan to add scholarships

What's Inside the March Issue…

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BEST COPY AVAILABLE

Good Sports, Inc. Offers Help

It's been almost three years since Val Bonnette took the big plunge. She left a secure job after 15 years as senior policy analyst with the U.S. Department of Education's Office of Civil Rights to start a consulting firm to help schools bring their athletic departments into compliance with Title IX.

"It's very rewarding," she says, "telling schools what they need to know instead of playing politics. When you can help somebody in a matter of weeks instead of years, it makes a huge difference."

Providing on-site technical help saves time and stress, not to mention bad publicity, she says, and can avoid a confrontational OCR investigation or lawsuit.

Clients using her services in addition to MSU include the University of Missouri-Columbia, Louisiana State University, St. Olaf MN, Wilmington College OH and the University of Wisconsin-Whitewater.

She also wrote a major section of the NCAA resource book on Title IX discussing the 13 components and appears on NCAA compliance seminars in various cities around the country.

Contact Val Bonnette at Good Sports, Inc, Box 3003, Oakton VA 22124; (703) 648-9022.

for women's soccer next year. A task force studying how to fund women's athletics is working on plans to reach the 30% level, but not until fall of the year 2000.

- ***At Colgate University NY,*** women ice hockey players and the school finally settled a 1990 lawsuit with the school agreeing to elevate its 23-year-old hockey club to varsity status this fall.

Although the women won a lawsuit to become a varsity team in 1992, the case was thrown out on appeal in 1993 because the plaintiffs had graduated. Faith A. Seidenberg, the athletes' lawyer, then recruited another group of players to file a second suit. They agreed to the settlement just three weeks before the trial was to begin.

The new varsity ice hockey team will play in the Eastern College Athletic Conference (ECAC) Women's Alliance, an 11-team league of colleges in New York and New England that is less competitive and less expensive to fund than the ECAC's Women's League, where perennial powerhouses of the East play.

In the original trial, attorney Seidenberg argued that the club's 23-year existence demonstrated its interest and ability to sustain a team, and Colgate discriminated in funding a men's varsity ice hockey team and not a women's team.

This time around Colgate changed its tune. AD Mark Murphy admitted the women players had the interest and ability. "At the collegiate level, as well as at the high school level, women's hockey is a growing sport," he said.

While Seidenberg would have preferred to win in court, she was happy the settlement means athletes could play varsity ice hockey this fall. If the case had gone to court, she said, "... no one on this team would ever have seen any varsity play."

MSU: *The NCAA News* on January 27, 1997. **UM-D**: *The Duluth News Tribune* on February 5, 7-8 and 11, 1997 **Colgate:** *The Chronicle of Higher Education* on January 31, 1997.

NCAA to Permit Athletes to Work

Student athletes on full scholarship can work starting this fall, thanks to the NCAA's Student Athlete Advisory Committee (SAAC) and its chair, Bridget Niland.

Niland, a 24-year-old former track and cross country athlete at SUNY- Buffalo, led the policy change effort at the NCAA convention in January. The new policy, passed by 169-150, allows student athletes on full scholarships to earn the difference between their scholarship value and the cost to attend their school, usually about $2,000.

Similar votes failed in each of the past five years. What made the difference? Groundwork and preparation, says Niland, who is studying law and higher ed administration, while working in athletics compliance at SUNY-Buffalo.

"The committee and NCAA staff worked to get the message out before the convention," she said. "In previous years, arguments were just made at the convention."

Why do athletes need to work?

- Full scholarships don't cover all expenses, like laundry, movies and food outside the cafeteria.
- Most student athletes expect to have careers outside sports and need work experience elsewhere. Only 1% of student athletes will play in the pros.
- Jobs teach life skills not acquired on the playing field or in the classroom.

Opponents have two major counter arguments:

- Some were concerned about the time needed to track earnings. But based on talks with student athletes, Niland believes only a small portion will get jobs.
- Others feared abuse, that part-time jobs would become a recruiting tool. Niland said the irony was members feared giving student athletes the right to work "because the institution might cheat, not because the student athlete might cheat."

Niland is optimistic. Permitting student athletes to hold part-time jobs, she said, "will help them prepare to contribute to society. Problems and corruption will go down, when you treat the student athlete as more of a person and less of a product."

–DG

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Opposition to California's Preference Ban Mounts as Minority Applications Decline

Last fall California voters passed an amendment to the state constitution barring public colleges and other state agencies from using race in admission and hiring decisions. It is now being challenged in court, and has spurred a flurry of activity:

- Last month, the NAACP Legal Defense Fund and the Mexican American Legal Defense Fund filed a complaint with the Department of Labor, charging that as a recipient of $1.3 billion in federal contracts, the University of California had violated its obligation to follow equal opportunity rules as a contractor in "hiring" grad students.
- Urging UC to delay its ban on preferences in grad admissions were 57 California Democratic legislators.
- Proponents of affirmative action called the timing of a national group's creation to work on banning preferences - done on Martin Luther King's birthday of January 20 - "spitting on the grave," a "shameful" and "despicable" distortion of the civil rights movement,
- King's son announced a new group to fight the backlash against affirmative action, called Americans United for Affirmative Action. "I am certain my father would agree that the struggle to ensure equal opportunity for all Americans is far from over," he said.
- Reporting on its record high of 46,682 applications for fall, the University of California said minority applications had declined significantly. They dropped 15% for native Americans, almost 11% for blacks, 7% for Latinos and 5% for Mexican-Americans. Increases were 3% for Asian-Americans and 1% for whites.

From *The Los Angeles Times* on January 11 and 24, and *The Chronicle of Higher Education* on January 31 and February 14, 1997.

Citadel Accepts 24 Women for Class of 2001; 19% of Class of 2000 Have Already Quit

Despite two of four women cadets in this fall's class having quit The Citadel over sexual harassment and hazing by male cadets, 35 women applied to the formerly-all male South Carolina military school for the class of 2001, and 24 have been accepted.

Of the 581 members of the class of 2000, 113 have already quit (19.4%), including two of the 11 males accused of hazing female cadets. During all of last year 102 cadets quit.

- Court records indicate the parents of one of the two female cadets who left had reported the harassment to school administrators as early as last September, right after classes started. Instead of taking serious disciplinary action, the administrators charged the offending cadet with a minor infraction despite his having two previous violations of behavior codes. Former cadets Jeanie Mentavlos and Kim Messer have transferred to the University of South Carolina.
- Feminist leader Gloria Steinem met with about 20 cadets in January, including the two remaining women, discussing various issues including the world of business and equal rights. A Citadel spokesperson called it a "lively discussion" in which Steinem and the cadets "might not have agreed on every issues, but I think both sides left with an increased respect for one another."
- Attorneys for Shannon Faulkner and Nancy Mellette, who battled The Citadel for four years to challenge the school's all-male policy, have asked U.S. District Judge C. Weston Houck for $5.8 million in fees and costs. State and school officials say they don't deserve a penny because they didn't win anything, calling the charges "grossly duplicative and excessive hours, billed at rates far above those normally paid in South Carolina."
- Under court order to admit women next fall for the first time in its 158 years, the Virginia Military Institute (VMI) doubtless is learning from events at The Citadel. Having accepted four women already, VMI is considering a mentor program for its first female cadets, an exchange program with other military colleges to bring in female upperclassmen in "big sister roles." The mentor program would also involve women in administration and staff jobs at the school, according to Ret. Army Col. N. Michael Bissell.

Information is from *The Atlanta Journal-Constitution* on January 26, 27 and February 4, *The Huntsville Times* on January 20 and *The New York Times* on January 22, 1997.

Partners in Gender-Specific Med Research To Study Physiological Needs of Women

"By the year 2010, your gender may be the most significant factor in determining how your doctor diagnoses and treats your health, from headaches to heart disease to digestion to diabetes," announced a newly created Partnership for Women's Health at Columbia University NY last month.

That's a far cry from the past, when virtually all medical research was conducted on males, "...leaving us with an insufficient, largely male model of biology and disease that's been applied to treat women without modification," explains Marianne J. Legato, associate professor of clinical medicine and project director.

The partnership, which involves Columbia University and the corporate giant Proctor and Gamble, invites others to collaborate, and has already had interest from researchers at Harvard and Yale.

Initial projects will look at gender-specific differences in heart function and bone metabolism, asking why men are more prone to heart problems and women to osteoporosis. Other research will study why certain diseases are more prevalent in women, and why some drugs are less effective and sometimes even fatal to women.

The first step is constructing a central database of information on gender-based biological differences. To contribute or find out more, contact Marianne J. Legato at Columbia University: (212) 305-9514.

NSF Grant of $857,224 to Link Science Education and Women's Studies Programs

Using women's studies programs to reach women, the National Science Foundation will finance a three-year "Women and Scientific Literacy" project sponsored by the Association of American Colleges and Universities (AACU).

The plan is to attract women to scientific careers by teaching them about the history, challenges and advantages women bring to scientific inquiry. Schools will develop new and revised women's studies courses on women in science. The AACU will create two new conferences, two publications and an e-mail discussion room on the Internet on women in science.

Each of the 10 schools chosen to participate from 76 applicants has a strong women's studies program: the University of Arizona, Barnard and Bates Colleges, CSU at Long Beach, Greenfield Community College, the University of Illinois at Chicago, Portland State University, the University of Rhode Island, Rowan College of New Jersey and St. Lawrence University.

NCAA Big-Time Football Commissioners Try to Shortchange Women on Panel

Flexing their biceps after winning more power in the restructuring approved at the NCAA's annual meeting just last month, commissioners of big-time football conferences are now trying to renege on the agreed-upon number of women on its top council.

The Division I Management Council has 34 seats. Non-football schools in Division I have 16 seats, and nominated the expected six women. But the Division I schools with football, with 18 seats, voted to shortchange women by nominating only five to the council.

Their excuse for evading the agreement was viewing the recommended percentage of women at 35% as a "goal" instead of a "requirement." The NCAA board of directors for Division I rejected their nominations and told them to try again.

A letter from Big Ten East Commissioner Michael A. Tranghese, leaked to the press and to Patty V. Viverito, chair of the NCAA Committee on Women's Athletics, outlined the group's evasive tactics and also suggested the division consider "slightly" reducing the number of senior women's athletics administrators on other committees.

"The fact that they were willing to walk away from these goals the very first time around is scary," Viverito said, arousing suspicions about their real views on equity.

"It makes it seem like the whole agreement was negotiated in bad faith," she said. To Tranghese's claim that the group just wanted "...a little more flexibility, so we can tend to the issues of gender and ethnicity," Viverito responded, "Unbelievable."

"To suggest that in the name of flexibility you need to cut back on women's opportunities is insulting," she told *The Chronicle of Higher Education* as reported on February 14, 1997.

Biz Schools Recognize Entrepreneurship; Many Women Prefer It to Corporations

Once they overcome the initial fear of flying solo, women are almost as likely as men to launch their own businesses. And the nation's business schools are starting to recognize a trend toward entrepreneurship.

About 400 business schools now have courses in entrepreneurship and 125 have full programs, according to Karl H. Veep, a professor of management at the University of Washington. Enrollment in Harvard University's entrepreneurship classes has grown 42% since 1990, while at Northwestern University's J.L. Kellogg Graduate School of Management, nearly one-third of students now plan to major in entrepreneurial studies, compared to 12% in 1995.

But because most entrepreneurs qualified to teach the classes have neither a PhD nor interest in tenure, they are not embraced as full partners in the university or in departments. Their status as outsiders causes schools to ignore their potential contributions.

(For women, working for themselves offers much of what they can't find in either the academic or corporate world: flexibility, decision-making authority, ethical control and protection from downsizing. Negative aspects are the risk involved and the sometimes slow growth, usually compounded by the women's deliberately limiting risk and capital expenditures.)

Many students start their own businesses while still in school, according to *The Chronicle of Higher Education*, January 24, 1997.

STAYING TUNED

BYU Tenure Denial to Mormon Feminist Brings Visit from AAUP Investigators

In August 1996, *WIHE* reported Brigham Young University English professor Gail T. Houston was denied tenure for contradicting fundamental church doctrines by praying to a Heavenly Mother.

Responding to a complaint by a group of BYU faculty members, a team from the American Association of University Professors visited the campus in January to investigate charges that Houston's appeal process was unfair and her academic freedom had been violated. She now teaches at the University of New Mexico.

Jordan Kurland, associate general secretary of the AAUP, said the group is taking the accusations against BYU seriously. "While I appreciate BYU has a large constituency who would just as soon see everyone leave who doesn't meet their standards of conduct, there are also some very strong and courageous people who consider themselves loyal to the institution and want to see it as a different place," he said.

After collecting data for two days, the team presented its findings to a committee for review. If it decides to censure BYU, the AAUP would publish it in *Academe* magazine and announce it at the group's annual meeting in June, according to the *Salt Lake Tribune* on January 15 and 25, 1997.

Follow-up: Male Athletes Acting Badly

- Of the 31 University of Rhode Island football players who trashed a frat house where a teammate was barred from attending a party in October, two pleaded no contest and three more will face trial.
- Three Morehouse College GA basketball players accused of raping a 17-year-old woman re-enrolled in the school and regained spots on the team. They were freed on bail after the woman was later discovered hiding in the same dorm.
- Four former Grambling University LA football players, accused of raping a 15-year old girl, were arraigned on a reduced charge of having sex with a juvenile after it was learned the sex was consensual.

Administrative Salaries Rise 3.7%; Fewer Females Lead

For a second straight year, campus administrative salaries increased at a slower pace than the previous year, 3.7% compared to last year's 4.2%. Inflation was 3.3% this year, compared to 2.7% last year.

With 1,496 schools responding to the annual College and University Personnel Association (CUPA) survey of 170 positions as of September 15, 1996, the survey covers jobs from CEOs to admissions counselors.

Last year's chart listing the same categories highlighted 30 jobs across all schools in which females earned higher salaries than males. This year only 19 titles show females earning more than males, a big decrease.

Most salary differences are a function of the length of time in the job, but many seem gender-related. In baccalaureate schools, the 10 executive VP females on the job for an average of 8.0 years earn an average of $70,732, while their 31 male counterparts with 6.0 years on the job earn $91,296. In comprehensives, the 81 female directors of bookstores who average 8.0 years on the job earn an average of $33,011, while their 79 male counterparts with one fewer year on the job earn $44,760.

Consider averages for chief academic officers. In doctorals, the 30 females with two years on the job earned $136,940, compared to the 140 males with three years on the job earning $143,150. In comprehensives, the 86 females with three years on the job earned $92,349 compared to the 261 males with the same number of years earning $96,478.

In doctoral schools, females earned more than males in the administrative business areas: chief business offices, chief administrative officer, chief financial officer and chief personnel officer. In doctoral, baccalaureate and two-year schools, female deans of arts and sciences earned more than males in the same job, regardless of time on the job.

The largest increases were for executives, where salaries rose 5.5%, compared to last year's rise of 4.5%. They also tend to have more males and fewer females.

Those in external affairs got a median increase of 4.0%, a slight increase over last year's 3.8%. Women tend to congregate in the student services area, which posted only a 3.6% increase, while academic affairs increased an average of 3.2%.

Copies are available from CUPA at various costs by calling (202) 429-0311, ext. 395, or fax your order to (202) 429-0149.

Gender Differences in 1996-1997 Administrative Salaries

	Doctoral		*Comprehensive*		*Baccalaureate*		*Two Year*	
	Female	Male	Female	Male	Female	Male	Female	Male
CEO single unit	155,000	177,125	120,000	126,286	117,605	119,000	98,750	99,000
Asst to pres	70,700	86,275	50,670	67,716	37,547	57,200	41,400	66,600
Exec VP	-	149,350	90,000	99,700	70,732	91,296	67,660	81,122
Chief acad off	136,940	143,150	92,349	96,478	83,110	79,716	74,463	72,000
Asst chief acad off	97,247	99,314	71,415	75,756	54,432	56,451	59,318	63,259
Dir library serv	93,441	94,796	58,614	65,232	46,101	49,009	46,112	53,455
Dir instit res	66,836	71,200	47,150	57,000	40,497	50,450	49,623	51,759
Dir learn res ctr	54,699	62,470	41,054	47,995	32,180	36,000	45,673	55,082
Dir spon res	67,919	74,944	46,350	61,542	41,610	57,222	44,902	60,173
Dean arts & sci	119,280	113,850	82,730	83,300	72,000	60,376	62,051	58,170
Dean, business	114,588	132,541	80,865	90,867	52,462	57,913	56,750	58,938
Dean, communica	95,514	108,600	73,574	79,514	41,607	47,357	52,000	62,664
Dean, cont ed	90,000	93,850	69,464	75,770	45,338	54,780	61,437	61,803
Dean, educ	104,354	109,473	77,080	77,251	50,420	54,537	-	66,114
Dean, hlth rel	101,074	110,616	82,750	85,690	52,304	-	58,966	67,494
Dean, humanities	101,040	108,150	56,797	68,451	40,097	49,000	59,575	58,235
Dean, sciences	-	118,052	82,400	78,088	51,912	56,383	61,969	61,344
Dean, soc sci	107,621	111,950	62,952	82,616	44,244	53,766	55,084	60,674
Dir. contin ed	64,970	82,178	45,526	59,615	39,140	50,087	47,103	56,924
Chief bus off	127,963	122,473	77,800	91,104	69,000	80,945	60,770	71,894
Chief admin off	147,282	117,555	71,432	80,693	79,800	64,614	60,367	68,957
Chief fin off	115,000	103,000	65,748	77,367	62,265	67,020	49,608	64,200
Gen counsel	92,340	107,000	79,034	76,292	86,300	86,400	-	66,050
Chief pers/HR	82,250	79,858	50,187	59,868	43,300	54,100	48,704	59,771
Assoc dir pers/HR	55,225	65,062	39,690	45,260	37,320	44,509	39,572	40,964
Mgr benefits	46,233	54,183	33,587	38,218	30,160		33,794	51,676
Dir AA/EEO	64,440	71,300	50,300	55,509	51,038	71,441	48,070	54,611
Comptroller	77,000	83,360	53,784	59,280	44,841	53,824	44,760	56,500
Mgr payroll	44,370	50,000	32,809	38,839	27,250	38,127	32,200	40,701
Dir purchasing	58,970	63,000	39,806	47,094	33,100	40,583	32,775	45,467
Assoc dir purch	44,256	47,822	33,229	39,356	30,516	32,130	25,000	42,555
Dir bookstore	45,420	57,900	33,011	44,760	27,000	35,000	30,276	38,443
Chief devel off	102,623	120,000	70,676	83,675	69,425	77,250	52,572	59,377
Dir annual giving	48,405	60,250	38,000	40,170	37,173	39,310	39,000	41,180
Chief PR off	73,203	85,735	49,132	54,390	41,948	48,500	44,000	46,870
Dir alumni affs	51,490	71,429	37,668	45,734	35,099	37,422	35,500	35,860
Dir comm serv	51,574	52,284	43,288	46,350	34,533	40,427	42,583	50,221
Dir publications	50,380	52,600	39,206	40,121	33,657	37,036	38,274	44,174
Dir info office	56,790	67,290	41,990	46,000	34,762	37,141	38,030	37,061
Chf student affs	105,500	108,250	74,825	80,000	64,500	62,603	62,631	65,217
Dean of students	69,400	74,567	51,400	57,678	46,036	44,753	50,008	62,362
Chief admiss off	65,000	73,557	50,000	55,071	47,250	53,306	46,068	50,067
Assoc dir admiss	46,800	48,275	36,783	41,332	31,886	35,146	33,149	41,160
Admiss counselor	27,650	26,500	25,646	26,650	22,500	22,600	30,056	30,879
Registrar	64,885	69,013	46,031	54,454	37,407	45,575	39,512	49,863
Assoc registrar	44,800	50,036	33,017	40,269	28,006	30,677	30,911	46,503
Dir student fin aid	63,000	65,832	45,413	52,318	38,000	45,422	41,300	45,000
Dir student hous	55,811	64,215	39,759	43,500	31,775	33,280	31,831	36,014
Dir student union	50,042	57,371	37,194	45,697	39,300	34,075	-	33,520
Dir student activ	44,881	47,494	32,786	36,298	28,770	30,374	37,472	43,249
Dir career dev/pl	53,412	57,577	39,998	47,000	34,832	40,170	36,374	45,404
Dir athletics	85,000	104,000	55,120	62,450	45,450	50,500	42,102	48,354
Dir campus rec	44,485	53,775	33,145	37,901	31,600	31,917	30,693	34,562
Dir conferences	45,400	58,486	35,418	43,037	32,500	32,510	37,758	43,590

Note: Screened figures indicate females earn more than males in this job title

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Skits Highlight Micro-Inequities for Math Association

Narrator: *Anne and John are students at the same university, and Anne is about to graduate. She is job hunting at the conference. They are in the hall conversing with Dr. Pompous.*

Anne: *I'm so honored to be speaking with you. I've managed to extend your K-theory results from your 1989 paper and solved a very interesting related problem.*

Dr. Pompous: *That's nice. (Turns to face John and displays visibly more interest.) And are you also interested in K-theory?*

John: *Yes, but I'm not nearly as knowledgeable as Anne. I'm just getting started, but she's about to graduate and everyone knows she's done remarkable work.*

Anne: *(Moving more directly in front of Dr. Pompous while John gives way to her.) Actually, I'm presenting my results at the K-theory seminar this afternoon.*

Dr. Pompous: *That sounds quite nice indeed. (Turns to face John and again displays visibly more interest.) And when do you hope to complete this work you're just starting? We might need a young man like you.*

Narrator: *The conversation continues with Anne trying to participate while Dr. Pompous resolutely gives most of his attention to John.*

Three endings are offered:

1. John steps behind Anne, so that Dr. Pompous must look at her to look at him.

2. John becomes more assertive: *Thanks for your interest. I'll try to look you up in a couple of years as I do my research. In the meantime, Anne's through and perhaps you'd like to find out what she's done.* (He turns and walks away.)

3. Anne: *Excuse me. I want to review my notes before I give my talk. If you should change your mind and decide you're interested enough to come, I'll appreciate some feedback. Glad to see you're so interested in John's career.* (Last line with a hint of sarcasm.)

An exchange very much like this actually happened at a math conference; it was reenacted as an educational tool to focus attention on micro-inequities on campus. When presented at the 10th International Conference on Women in Higher Education in Texas last month, many women chuckled in recognition of a familiar situation.

Frances Rosamond, department of mathematics and natural sciences at National University CA, explained how skits like this one can combat bias by highlighting "micro-inequities," personal interaction slights that are too small for lawsuits but big enough to erode confidence and self- esteem. "In many cases, perpetrators of inequities are not aware of the negative nature of their actions."

The idea of skits came from the Committee for the Participation of Women of the Mathematical Association of America (MAA). At the 1989 conference in Boulder, committee members noticed many micro-inequities over several days of meetings. They wrote them into skits and presented them to more than 600 participants.

At every conference since, MAA skits address equity issues of gender, race and age, helping increase awareness of perceived personal and departmental bias.

Their use of humor is a big reason for the skits' success. "The light touch allows us to see and understand other points of view more readily than accusations or pronouncements," Rosamond noted.

During a discussion following one skit, a male student reported studying with a girlfriend: "I get better marks than she does, even though we do the same work. Everyone knows the professor grades women lower."

In another case, an older woman said she had always studied with her Asian friend. Yet her friend "got lower grades even when we wrote exactly the same answers."

How the skits work

As part of a conference or the focus of a meeting, skits typically take two and a half hours to present six or seven skits dramatizing true events, plus two hours to rehearse.

After a skit, audience members discuss their responses with those seated nearby. Sometimes actors provide alternative endings to each skit. After the skits and general discussion, the facilitator invites the audience to stay and discuss the underlying issues in small groups with designated discussion leaders.

Facilitators require training

One reason the skits have proved so effective may be that facilitators are well prepared. The committee developed training guidelines and an outline for discussion leaders, advising: "Be prepared to share a micro-inequity that you actually committed to give as an example and to make the group feel comfortable. Relate appropriate stories from your own experience. Don't be defensive. Admit you're part of the problem and that you make mistakes."

Rosamond explained guidelines for dealing with challenges from the participants. If a participant accuses the discussion leader of being sexist, the leader can explain that everyone makes mistakes: "Even I do it!"

If a hostile participant asks, "Why waste time worrying about micro-inequities when there are so many serious problems to discuss?" the discussion leader could refer the question to the group: "What do the rest of you think?"

Rosamond says men generally comprise 65% of the skit program audience, and they all laugh, indicating they got the point. Evaluation forms show audiences understand the messages and underscore the skits' benefits. A few examples:

- "Laughing at inequities like those I've committed allowed me to forgive myself and resolve to do better in the future."
- "Before the workshop I thought that as long as I personally am non-sexist that my behavior was OK. Now I see that I must speak up when others are sexist."
- "... revealed behaviors some of which I considered amusing but not harmful in the past, but now I realize how harmful they can be."
- "... hearing thoughtful women and men struggle with awkward issues."
- "...hearing experiences from those at all different levels of their career."
- "... realizing that I am not alone and that the insults I thought I imagined probably really did happen. I'm not crazy." ∎

-DG

For more, contact: Frances Rosamond, Department of Mathematics and Natural Sciences, National University, 4025 Camino del Rio South, San Diego, CA 92108; (619) 642-8437.

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New Web Site Symbolizes Campus Renewal

Imagine you're assistant to the president of a small state college in a conservative area of the Midwest with 6,000 FTE students, a school woefully lagging in keeping up with technology.

A 1995 inventory showed you had no campus computer network, the only faculty computers were brought from home, a conflict raged over whether the campus needed a mainframe or pc network, similar conflicts concerned instructional vs. administrative use of computers, both faculty and administration were seriously understaffed, computer training didn't exist, the phone system was outdated and there was neither a campus-wide strategic plan nor a technology plan.

That was the scenario facing Bettsey Barhorst at Illinois Central College in January 1995. "I knew we were behind in technology," explains the wife and mother of two engineers. "We had technical gurus, but it takes politics and persuasion to make these things happen. For this campus, the time was right."

At the conference on Women in Higher Education sponsored by the University of Texas – El Paso in January, Barhorst and Elaine Rhodes, head of business and information systems at the college, described their roles in instigating a technological revolution that revitalized their campus down to its roots.

We had technical gurus, but it takes politics and persuasion to make these things happen.

First strategy was getting others on board

As a female and a former chair of the English department, Barhorst sized up the situation, deciding the traditional male model for change would not work to bring her campus into today's technological world.

Board chair Mary Heller became instrumental in educating other members on the value of computers. And once the president and his two VPs and assistant had laptops, they were off and running. The VP of finance was able to arrange $2.2 million in bonding.

Although they supplemented their strategy with tactics like going after grants and whispering in the ears of trustees, the main strategy involved creating a web site for the college that became a symbol of the changes to occur on campus. Here's how they did it.

Who can do the work?

"We pulled together a group of task-competent people from all areas of the campus who were knowledgeable and interested in the project," Barhorst explained. Their strategy was to select people for their competence in doing key parts of the project, not their job classifications, and create a team environment.

In addition, they carefully followed the dictum of CYA by including all areas, and followed protocol by obtaining approvals from department chairs and supervisors.

Even so, they had to overcome turf battles, resistance, cynicism and stagnation on campus. A major roadblock was the computer science department head, who felt a threat to his domain. Once the group had settled on creating a Web site as a symbol of the campus joining the technological revolution, he immediately created a Web page featuring only the school name and campus picture.

When the group was ready to do a full site, he first refused to divulge the password, and then changed it periodically to thwart anyone from making updates. He is no longer in that job.

Elements of a Web site

The group made four major policy decisions:

- It needed a *policy* statement on the site standards and the cooperative nature of the site.
- In *maintenance*, the group had to decide who would be responsible for the continual updates needed to make the site a living document.
- From a *technological* standpoint, the group decided to go with a computer backbone and a windows 95 system, and a technical staff to support it.
- For *content*, they'd need an editor, text and graphics providers, an HTML coder, a graphic artist to make it pretty, a technician to put it on the Web and check links, typists to enter the data, and an overseer for the project.

Introduced with a bang

On new faculty orientation day in August, the Web site was the symbol for the college's new look. Piled on stage was a mountain of Gateway computer boxes, distinctive with their holstein cow logo, and a huge Gateway poster.

Amid smoke and Chicago Bulls theme music, the committee introduced the Web site featuring a picture of the president, who then appeared on stage to welcome them. As a gesture of goodwill and thank-you to the board of trustees for its support, the committee made sure the board picture was one of the first site visuals.

After 18 months, the Web page has become a rallying point for other technological improvements serving both faculty and administration. The computer network is now 70% complete; about half the faculty have computers; a new organization is working on solving the instructional vs. administrative use of computers; computer training is extensive; a new voice mail system serves the campus, and new technological and strategic plans will guide the campus into the new millennium.

Since her heart is in the English Department, Barhorst is particularly pleased that it's getting a top line of new computers. "Most people use computers for word processing, so we always got the oldest and the slowest. Now every person taking a basic English class uses a computer, not only for word processing but for doing research using the Internet," she said.

Rhodes and Barhorst said the experience taught them the value of using webs of inclusion on campus, the importance of a proactive approach and carefully defining the problem, and sharing the credit.

"Unexpected side benefits were great," Rhodes said. "We found a partnering of old and new faculty, as well as across disciplines, and a new spirit and new interest on campus. And, there were new hires." ◆

Reach Bettsey Barhorst at Barhorst@icc.cc.il.us

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Minority Women Get Answers at Kaleidoscope Workshop

You Can Still Attend the April Session

For *WIHE* readers only, Carolyn Desjardins has agreed to extend to March 20 the deadline for signing up for the April 23-27 session at DeKalb College in Atlanta. (Hotel reservations require 30 days notice.) Cost is $495 and limited financial aid may be available. For more information and an application, contact the NILD at Phoenix College (602) 285-7494 or fax (602) 285-7599. E-mail is desjardins@pc.maricopa.edu

It's tough enough to be a female administrator or faculty member in the patriarchy of many campuses. Add to that minority status, and for most it's an awesome challenge. While some encourage the "two-fer" hiring of minority women, others consider it twice the sufficient number of reasons to challenge them.

There's hope

For more than 300, salvation has been a unique program for minority women. Kaleidoscope, an intense four-day leadership development workshop, serves women who are African-Americans, Native Americans, Asian-Americans or Latinas.

Its graduates have gone on to become presidents of colleges and distinguished faculty. And each year, like campers sharing a session of intimacies, many return to the program for another dose of that magic elixir that keeps their spirits and their joints oiled for the inevitable challenges to come in their roles on campus.

The seventh annual session is scheduled for next month, April 23–27 at DeKalb College, Atlanta GA.

"It's exciting, and near and dear to my heart," explained Jacquelyn Belcher, president of DeKalb College GA and a conference leader since the first session in 1991.

The Kaleidoscope workshop takes its name from the tubular instrument that blends individual pieces of color to produce unique patterns with vivid colors that constantly changs as it is rotated. The name came from an early leader, Jerry Sue Thornton, president of Cuyahoga Community College OH.

"Kaleidoscope helps women understand their place in the family," Belcher said. "We need to be seen as part of the team, but we must create an awareness of issues."

Stereotypes work both ways

The workshop helps enable minorities to recognize and effectively respond to stereotypes, knowing when and how it's appropriate to speak up, Belcher said. It showcases the strengths minority women bring from their cultures, and teaches how they can use them wisely.

After the first session, leaders get together to assess "where their heads are at, what issues are important," Belcher said, and they structure the rest of the workshop around participants' needs. "We tell them our plans, and encourage their feedback. Some want technical information on how we got where we are, while others want to understand themselves in the academic culture, dealing with cross-cultural issues in which people are pitted against each other, knowingly or unknowingly."

Sometimes intense, the workshop creates a spirit in which minority women reach out to each other. Tears and hugs are common. In addition, the sessions offer practical advice and even some role-playing on how to respond to challenges on campus. It also provides a safe haven for minority women to ask sticky questions such as these:

- "How do I know if I'm hired for my competency or to fill a quota, and what should be my attitude if the answer is to fill a quota?"
- "What should be my relationship with white women?"
- "How can I understand a different culture?"
- "How can you deal with overt discrimination, yet be considered a real member of the team?"
- "Do you have to be fair to be a president?" (Belcher wasn't sure whether the questioner meant *fair* as in *equity*, or fair as in *coloring*. It was the latter.)

"Kaleidoscope has been one of the most powerful experiences I've ever had," explained Jean Marciglio, director of extension and community education at Lansing Community College, who has attended twice. She especially appreciated the women presidents who mentor, share and facilitate the entire process.

As a Puerto Rican, she found a hero in Ruth Burgos-Sasscer, who shares the same ethnicity and age, and also has a large family. "She's my hero. It's so refreshing and invigorating to meet someone like her. It makes me feel that what I'm doing is not unique, or crazy or impossible."

Marciglio also appreciated the chance to discuss the stereotypes about minority women. She said African-American women see Hispanics as too passive, while Hispanics see them as too assertive. By discussing the stereotypes, they can use their strengths to succeed.

Linda Newell, an African-American and director of affirmative action for the Saddleback Community College district in California, has also attended twice: "Kaleidoscope is an opportunity to talk about these things we never get to talk about without feeling like we have to apologize."

Leaders know how to succeed

Campus leaders available during the entire session are role models and mentors who have faced and overcome the challenges that threaten minority women:

- **Jacquelyn Belcher**, president of DeKalb College, Atlanta GA
- **Ruth Burgos-Sasscer**, chancellor of the Houston Community College system
- **Zerrie Campbell**, president of Malcolm X College, Chicago
- **Ding Jo Currie**, assistant to the president of Saddleback College CA
- **Noelia Vela**, president of Evergreen Valley College CA
- **Evelyn Wong**, president of West Los Angeles College

Leaders are careful to honor the sensitivities of all cultures represented at the workshop. Before the session begins, participants fill out questionnaires on their expectations of the sessions, fears, hopes and dreams.

"They're terrified of offending or insulting someone from another culture by not understanding," said Carolyn Desjardins, executive director of the National Institute for Leadership Development, program sponsor.

And when the workshop ends, with suitcases packed and airline tickets in hand, participants can leave knowing they have found others who share their challenges, and continuing support is only an e-mail or phone call away. ◆

Handling Power in a Student-Professor Relationship

Like all unequal relationships, that of student and teacher involves power. Learning suffers when students feel devalued and powerless.

Bonnie Tai, a third year doctoral student in Harvard University's graduate school of education, interviewed student-teacher pairs. She described one pair at the 10th annual conference on Women in Higher Education sponsored by the University of Texas-El Paso in Fort Worth in January.

One student, one teacher

As African-American women from the same Caribbean island, both Tayla and Grace have often felt powerless. Tayla, the student, drifted through her first two years of college on and off academic probation. Her life changed after Grace joined the faculty. Motivated and encouraged by the new teacher from her own cultural background, Tayla succeeded academically, graduated, and is now in a selective doctoral program.

You use your power to enlist their internal sources of power.

Tayla's main experience of power was the one-way, *coercive power* that parents, teachers and employers held over her. She described *power struggles* with friends, reciprocal but a far cry from the *power of solidarity*. On occasion she experienced *internal power*: "If there's nothing else for me to do, I'll go in my room and escape through my writing. Creativity is a form of power."

In school, her frustration was that teachers "dictate the grades" and "there's nothing we can really do about it." She felt her grades reflected not her work but her ability to guess what the teacher wanted. By the end of the semester she felt overwhelmed and tired. "Hating all school," she accepted her position "at the bottom" as both inevitable and temporary.

As a new teacher, Grace struggled actively with her feelings about power. She cared about her students but kept an emotional distance in order to demand respect and quality performance. As a black woman and an immigrant, she felt unrepresented in departmental decisions; her graduate professor controlled her progress toward her degree; the government limited her rights as a foreigner. She felt silenced in the classroom, too, when the discussion turned to topics like race.

Grace saw her *power over* students as rooted in her knowledge, status, curriculum decisions and teaching. Above all, grading gave her "the final say." She found it traumatic to be challenged on grades or course requirements. When the challenge came from Caribbean women, she felt betrayed.

While Tayla and Grace agreed that grading gave teachers ultimate power over students, their interaction brought other kinds of power to the surface. Tayla began to find her own academic strength under a teacher who respected her and with whom she could identify. Without questioning Grace's authority, Tayla said she could envision her as a friend.

Grace was moved and disconcerted to hear of Tayla's affection for her. It made their relation more personal and broke the emotional barrier Grace believed necessary for effective teaching. Not only might a personal relationship threaten Grace's relative status, it might also make her more responsible for Tayla than she wanted to be. Tayla's ability to move Grace emotionally gave the student power over the teacher. Grace struggled with the extent and limits of her responsibility to her students. How could she support them and still maintain their respect?

Power and learning

Teaching is rarely an impersonal transfer of knowledge from teacher to student. Power relationships are fraught with emotion, and emotions affect how students learn. Tayla expressed bitterness, frustration, and anger at the power of teachers to judge her and her work, but affection toward the teacher she credited with her academic turnaround. Grace described feelings of trauma and betrayal when others denied her power, and her discomfort when Tayla pushed her emotional boundaries. Their story raises power issues:

- *Grading.* How can our evaluation process encourage trust, risk-taking, and creative thinking? Can we meet our responsibilities to others who want measures of student performance, without making the students too angry and frustrated to learn?
- *Personal/professional relations.* How much distance does teaching require? Where do we draw the line between compassion and fairness? When, if ever, should we make allowances for personal situations?
- *Race, gender, and socio-economic status.* How do past experiences of power and oppression affect feelings about power in the classroom? How can we best empower female and minority students? Should we pursue faculty diversity more actively for the sake of students and teachers alike?
- *Faculty orientation.* Each professor reaches different answers, so students see their decisions as arbitrary. What is the school's role in defining expectations about grading, advising, and student-faculty relations, or at least giving the faculty a forum to discuss these issues?

Power involves distance: intellectual, social, emotional, and physical. Teaching at its best gradually reduces that distance by raising the student toward the teacher's level.

Over time, the student advances to the seminar room, and the teacher greets her by name. Eventually they may work side by side and share their expertise. You can't make a student your peer by dominating her or handing her your knowledge. "They need to construct their own knowledge," Tai says. "You use your power to enlist their internal sources of power." ■

–SC

Contact Bonnie Tai at the Harvard University (617) 496-3584.

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Pioneer Feminists to Retire at Simmons Grad School

This is a good year to move on, say Margaret Hennig and Anne Jardim, co-deans of the Simmons College Graduate School of Management that they founded in 1974 after becoming disillusioned with graduate and faculty life at Harvard University.

As a woman visiting professor at Harvard in the early 1970s, Hennig had to use a separate entrance to the all-male faculty dining hall, she told the *Boston Globe*. Jardim noted business school case studies portrayed women negatively, and professors called on women students in class far less often than men.

Deciding to establish a graduate management school for women, Jardim and Hennig started the Simmons program with contributions including $25,000 from Harvard Business School and $12,000 from *Ms.* magazine. Although unaccredited, the Simmons' Graduate School of Management has about 2,700 loyal alumnae. Many are in high corporate positions, including 55 officers at BankBoston.

Why retire now? "The answer is complex," Hennig said. "The school focus is now 25 years old. We've been like entrepreneurs, and there's a whole body of literature on entrepreneurs who either won't let go or who stay too long." They don't want to make those mistakes.

But they want to leave the school in good shape. Until this year, it faced tough challenges in budgeting and revenue building. "This past year was a turnaround year," Hennig reported, when the school had a 29% increase in enrollment.

In fall they discussed future needs, envisioning greater emphasis on technology and fundraising, especially to support increased financial aid. Many corporations are dropping tuition reimbursements for part-time students, Hennig pointed out. She expects the school's "future needs might be better met by someone younger, more peppy and with other administrative and institutional experience." Simmons is currently advertising for their replacement.

Meanwhile, both Hennig and Jardim want to finish projects they've set aside. "We can finally get back to other things that we care deeply about," said Hennig, who has a grant to start an ethics institute at Simmons. Jardim plans to write a book on executive women. "If you've been an entrepreneur all your life, you have to 'entrepreneur' yourself out, too," Hennig said.

Admissions and curriculum affect enrollment

How did they get a 29% increase? They invested in admissions, hiring a new director and more counselors, and involved themselves and the faculty more in admissions.

"Here it's a one-on-one process," Hennig said. "We try not to admit people who aren't going to succeed. We counsel some not to apply at all and we work with others to develop a plan to become qualified," she explained. "We might advise an applicant to take some undergraduate, evening courses in accounting."

About 20% of the Simmons students lack bachelor's degrees. "There are so many more reasons that women don't complete degrees," Hennig said. And many women have taken fewer math classes and have lower GMAT scores than do men who apply to graduate business schools. She finds it remarkable that many women hold vice presidencies and other key jobs without ever getting a bachelor's degree.

Hennig thinks the school's success and enrollment jump reflects the program's format and curriculum, which has been "entirely rebuilt four times in 25 years."

Students take either part-time coursework or an intense, full-time program that condenses two years of aca

Campus Undervalues Women Administrators

Margaret Hennig, co-dean of the Simmons College Graduate School of Management, believes women in higher education are underrated, especially those who work with students. "They've often contributed more than many faculty," and also to their colleagues. "I've been in higher education for 33 years. My career would not have been possible without support from women administrators at several campuses."

At the same time, she finds "women in higher education often tend to plateau. They become a registrar or a financial aid director, and get enmeshed in their institution, which becomes a community to them."

As a result, "they don't push as hard" as men do. They feel they can't qualify for higher level positions because they don't know enough. They think 'I'm needed here' and 'I'm not qualified.'"

The MBA degree helps not just women in corporations, but those on campus as well, Hennig said. "Administrators need the ability to use resources effectively and do cost analyses, and admissions is essentially marketing and sales." Whatever your job, "the MBA degree gives women a leg up and boosts self-confidence," she said. Acquiring technology skills can also help career advancement.

Hennig says some students come to Simmons "when they're ready to quit their jobs." After getting their degree "often these same students go back to their old jobs with more skills and self-confidence."

She also advised, "It's not a bad thing to step out of higher education and work in industry or other organizations for a couple of years and then come back. So many higher education institutions become incestuous."

Hennig has also counseled women "who say after 10 years in campus administration, 'I'd like to go to the academic side of the house.'" To them she recommends "Go get the doctorate. So what if it takes you several years? Take advantage of the free courses at your own institution."

When women say, "I really want this but it's too hard," she believes they really mean, "I'm afraid." In response to their fears, Hennig cites examples of women who have overcome tremendous odds to succeed, counseling, "Don't be afraid to try. You'll be surprised by what you can accomplish."

For more, contact Ruth Schuman, associate dean for external affairs, Graduate School of Management, Simmons College, 300 The Fenway, Boston, MA 02115; (617) 521-3824. *The Boston Globe* on January 12, 1997 contributed to this article.

demic work into 11 months. It's designed for women who have more time and financial challenges than do men. The program "is like a three-times-a-week or 11-month moratorium," Hennig explained. "You focus on what you're thinking and what you're doing without thinking about how you're being seen."

Developing the first curriculum, "we identified what you had to do to do the job and how to equate experience with coursework." They used cases featuring women as decision-makers and discussed behavioral differences between women and men in organizations, based on their 1976 book, *The Managerial Woman*.

Hennig and Jardim knew men were traditionally trained to respect hierarchy, position and authority, and focus on doing what their boss wants. Women tend to focus on collaboration, perfection and responsibility.

Their approach to the curriculum has worked. "In 23 graduating classes, not one nontraditional student flunked out, and in seven of those classes a nontraditional student finished first," Hennig said.

A changing curriculum

Over the years, the curriculum has changed. "We've upgraded from serving middle management to serving senior management," Hennig reported. "We used to teach finance for credit analysis trainees and accountants. Now we teach it for chief financial officers." More women have moved into middle management, but few have moved into senior management: 25 years ago it was it .2%, and today it's only 1%, Hennig says. As Jardim told the *Globe*, "The glass ceiling is a very dense layer of men."

Their plans for a new curriculum include three new topical threads woven throughout the courses: global issues, multiculturalism and ethics.

"Ethics has become a central mission of the school," Hennig noted. "It involves developing teaching cases and curricular modules for many different courses. Ethics is an integral part of every decision you make. It's about doing the right thing." They want to "bring this factor back into decision-making and to bring the word 'noble' back into the profession of management. Ethics is not an add-on," nor are multiculturalism and global studies.

"Women are better equipped" to more easily relate to ethical studies and generally have a base of caring for others that "we can appeal to and build on," Hennig thinks. "Women define responsibility in a more broad-based way than do men. Women view responsibility in terms of the community not just the stockholders."

Despite the evolution in the curriculum, the school's mission remains the same: "to help women advance in the profession of management," through a curriculum and a community dedicated to helping women advance," Hennig said.

The definition of students' success, however, has changed. As a grad student at Harvard Business School, Hennig got the message, "Don't come to your 25th year class reunion unless you're a CEO" or the equivalent. But Simmon's Graduate School of Management "encourages graduates to also look at working for government or nonprofit organizations." ◆

–DG

Opportunities on Campus

HERS Offers Institute on Administration

Women who want intensive training in educational administration leadership can attend the 22nd annual Higher Education Resource Society (HERS) institute June 22 to July 18 at Bryn Mawr College PA.

Created in 1975 to prepare women as administrative leaders to handle current issues in higher education, today the HERS institute emphasizes the growing diversity of students and work force on campus. Sections include the academic environment, the external and institutional environments, and personal development.

Participants must apply and be recommended by their schools. The cost of $5,500 includes tuition, room and board. Applications are due April 7, and can be obtained from Betsy Metzger, HERS Mid-America, University of Denver, Park Hill Campus, 7150 Montview Blvd., Denver CO 80220; (303) 871-6866; fax (303) 871-6897; e-mail bmetzger@du.edu

Institute Grooms Athletic Admins as ADs

Assistants, associates and others in the athletic department can learn the skills, strategies and attitudes they need to advance to athletic director at an institute June 14 to 21 at Bryn Mawr College PA. (See *WIHE* feature in March 1996, page 7.)

Sponsored by HERS and the National Association of Collegiate Women Athletics Administrators (NACWAA), it features top women administrators including Christine Grant from the University of Iowa, Judy Sweet from UC-San Diego and Chris Voelz from the University of Minnesota. Other leaders include Janet Justus from the NCAA and Donna Lopiano from the Women's Sports Foundation.

Only 35 can participate. The fee of $2,100 covers tuition, room and board. Applications are due March 10. Contact Jane Betts at 17410 Shiloh Pines, Monument CO 80132; (719) 488-3420; fax (719) 488-3495; e-mail EJBetts@AOL.COM

New Organization Unites Women Coaches

Believing that women coaches of all sports need to band together to promote women's athletics, Ann Gunderson has formed the National Women's Coaches Association.

An alternative that promotes coaching rather than the sport itself, the group will focus on the entire spectrum of coaching. For details, contact her at (615) 885-7349 or fax (615) 316-0711.

Fulbright Applications Due August 1

Professional and faculty interested in applying for Fulbright awards for lecturing or doing advanced research in 135 countries have until August 1 to apply. Requirements include U.S. citizenship and a PhD or comparable professional qualifications.

Assignments in some countries require foreign language skills, but most lecturing assignments are in English.

Contact the USIA Fulbright Senior Scholar Program, CIES, 3007 Tilden St. NW, Suite 5M, Washington DC 20008-3009; (202) 686-7877. Web Page is at: http://www.cies.org You can request applications materials via e-mail: cies1@ciesnet.cies.org

Who Stole the *Fem* from Our Language?

By Louise Gouetfic, Executive Director
Language Reform International, Toronto

Suppose some agents believed the fig had special value, and their wealth, status and power depended on this belief. What would they do to ensure their future power? They would organize speech to make the rest of us believe in the fig.

This is easy to do. They would rename the apple an *apfig*, and conceal the word *apple* in order to put it out of usage. They would also put the word *fruit* out of usage, removing it by calling all items in the *fruit* class *figs*. You have to agree that it seems logical to call the fig and the apfig *figs* when the words *apple* and *fruit* are concealed. Fig(ness) would now be said to be "revealed." You can now speak only of *figs*: you have a one-and-only Fig Code.

Something like this happened to the species that evolved capable of making words. As a result of the value of slaves, the power, wealth and status of certain fathers came to depend on the belief that owners of slaves, named *lords*, were the highest fathers. This gave them the right to conceal information in their "revelation." Concealing information by putting words out of usage creates the absence of the existent, like *apfig* makes *apple* absent. It is done in "revelation."

Slave connection in the Patriarchal Code

Slavery was legalized in 2400 B.C. by Manu, who put into his code that "women (sic) should never be free of subjugation." Two thousand years later this law was rewritten by the Romans, called "the *Manus*," and it is the authoritative basis for the husband to control his wife. Extended to include male slaves, it inspired English "lords" to call the male slave *man*. (Before this, males were called *wer* as in *werwolf*.)

Slaves-wives were *ancillas* in the Roman Empire. In England *fem* (from Latin *femina*) was renamed *wo +man* to denote wife-of-slave (man).

This "law and order" was called *mancipation*. In it people were categorized as lords, men and women. Manu and *Manus* became *manu* and *manus* as hand, neutral terms. Except that man, law, and hand are different categories which, like apples and oranges, ought not to be forced together. And ***being man entails only being male***. Concealed in revelation then, is that the *hand* is the hand of control taken by the "lords." As a result, slavery is with us today in the form of intellectual feudalism; the word *lord* rules us with his words *man* and (wo) +*man*. Today, we have the categories of higher men, lesser men and (wo) +men. This is a one-and-only Patriarchal Code, which gives us no choice but to use it.

Concealing the morpheme "fem" and the word *fem*

Mancipation succeeded because the words *man*, *woman* and *human* concealed the words *feme*(sex), *fem*(being), *sapien* (class), the devaluation of good reasoning and the disrespect for the facts of reality and nature. The critical arguments showing the falsehood of man, woman and human are given in the Dec.1996 issue of *WIHE*, that show at the same time the violations done to good reasoning.

Concealing femness and feme-based reality is what the ecclesiastical lords, landlords, state lords, warlords and wordlords did in a big way. It may come as a shock to you that there are several dozens of old words containing *feme* and *fem*. These 15 were in use from about 300 to 1300 A.D., as oral speech was being cemented by the written word: *feme sole, femmer, feme covert, femino, feme line, femic, femble, femicide, femme* (French), *femmil, femto, femlans, femulus, and femina* (Latin). *Feminine* is the only surviving English word using *fem* as a morpheme

Something is rotten in the state of male-based-only speech. The story about *femble* is very telling. *Femble* is the name of a hemp plant. Not just any old hemp plant, but the strongest on earth. It is a *feme* plant. But to put *strength* and *feme* together in a single name was a no-no in patriarchal minds. Femininity and weakness was the image to be communicated. So, someone (guess which sex?) came along and renamed *femble* "carl" hemp, Carl being the first name for a male. And *femble* was concealed. The old word *femmil* means strength.

The absent word *fem* removes 'fem' as a morpheme

With only one word remaining that uses *fem* in English, we could not see that *fem* was a morpheme in its own right. We believed *feminine* was of-a-piece, indivisible and unique, from *femina*, Latin.

But we now have before our eyes both consonant and vowel variations: *femb, feme, femi, feml, femm, femt, femu*, etc., showing us that ***fem*** is not just a morpheme, but also a generating morpheme. And therein lies the Good News for Modern Fem. We can use *fem* to generate literally thousands of words. This gives her power through public exposure not available to her up to now. Wo+man, a man who's not a man, has only 'special' minimal private power "in man." When *fem* is a lexical item, registered in dictionaries, it encourages greater use of the word.

Consequences of concealing the morpheme *fem*

By far the biggest harm done is to good reasoning. It stopped the use of consistency in its tracks. When *feme* and *fem* are absent, they are not used in their own rights. Nor are they used to generate terms to define, describe and explain the matter and existence of the one it concerns. When *feme* and *fem* do not exist as names, you cannot posit fem(ness) and feme(ness) like you posit man(ness) and male(ness). Consistency is the heart of good reasoning.

That is, you cannot make the statement that "femeness causes femininity" like you can posit "maleness causes masculinity." Nor can you posit that "the feme animal who thinks and uses words to communicate is fem," like you can posit that "the male animal who thinks and uses words to communicate is man." One has to do "Jane be nimble, Jane be quick, Jane jump over the phallic stick" contortions to explain "the effects of femininity" through a nonmale cause (i.e., fe+male) outside of her concrete matter!

(Fe)male, (wo)man and (hu)man were the only words she had. These illogical and false terms are wrong! Having no choice but to use them then, immorality was imposed through them. It is immoral to go against good, practical reasoning in naming. Reasoning is what the mind evolved capable of doing, and reasoning is made public in naming because making words to name reality is a social activity.

Fem exists. And *fem* evolved with a mind capable of naming her own matter and self.

You'll find no scientifically documented evidence that we made a distinct evolutionary step from being *sapiens* for hundreds of thousands of years to being *(hu)+mans* 4,000 years ago. There is no documentation of what details changed in our species to cause the evolutionary mutation from name-makers and speech-using animals to man-based '(hu)+mans'. This is a violation of the scientific attitude, of good reasoning, of nature and of reality. We were and still are *fem* and *man* as *sapiens*.

Using *fem* as a generating morpheme

When *fem* is a generating morpheme, and registered as a lexical item, it can be used in a large number of necessary words: *workfemship, statesfemship, chairfem, bookfem, everyfem, salesfem, spokesfem*. In almost every place that the word *man* is now used, plus a few of its own, imaginative fem will have fun inventing new words.

It can also be used to coin truer first, last and family names, such as *Truefem, Newfem, Norfem, Femtowitz*... everywhere the word *man* is now used to conceal *fem*.

I'm writing a book titled *The Rofemtic Movement*. It discusses the transition from being a false *v*irtual species of *man*, 'as man and (wo)man, to being an actual species of *sapiens* as *fem* and *man*. The word *rofemtic* , patterned after *romantic*, refers to the idea of raising the value of good reasoning back to its natural place among the individuals and groups of the thinking species. When the "lords" concealed information, they violated reasoning and devalued it to fit their false thesis. In "man" rationalism, feminism, purist, politically correct, etc., derogate good reasoning. Fem exists. (Wo)+man cannot, and therefore, does not exist. It is a hallmark of good reasoning to acknowledge what exists in reality.

The cleverest part of the Patriarchal Code however, is that each one of us, separately and alone, must assume the responsibility of putting these names back into the common currency of language. Many of us will feel that we need "man's" permission to do so, even if there was no consensus when the ***lords*** coined (wo)+man, wife of slave, to put *fem* out of usage.

How strong are we? How much do we want equality of respect? If we do not achieve linguistic equality, we will not achieve equality of respect. Naming ourselves for what we are, i.e., for our *fem*eness as *fem*....is one small step for fem, and a giant leap for all sapiens. ■

Contact: Louise Goueffic, 1001 Bay St., #2419, Toronto, ON M5S 3A6; e-mail: goueffic@cycor.ca (416) 962-6825. Her book, *Breaking the Patriarchal Code* is available from Knowledge, Ideas & Trends, Inc., 1131-0 Tolland Turnpike, Suite 175, Manchester CT 06040. $19.95 plus $3.50 S&H. Order by fax: (860) 646-3931 or phone: (800) 826-0529.

WHAT SHOULD SHE DO?

The Day the Computer Crashed

When Sally Brewston walked into her office, she stumbled over a stack of papers piled in the doorway. On top was a note: "I finally found those Technology Task Force files you wanted. Hope it's not too late for you to use them in your report. —Jerry"

Brewston sighed. Jerry Simonstadt promised her copies of the purchasing office's files on electronic ordering two weeks ago for her report to the vice president due the day after tomorrow. But if her work went smoothly, there should still be time to incorporate the new data into her report and turn it in on deadline.

Ignoring the six sticky message notes attached to her telephone, Brewston turned on her computer to check her e-mail. She found a total of 63 messages waiting her attention and clicked on the first one. It was from Ed Weakly, head of the campus technology unit. He explained that the campus computing system had been infected by a virus and he had several technicians working on the problem.

But before Brewston had finished reading Weakly's message, it disappeared from the screen, replaced by the blinking words, "Systems Error ... systems error ... systems error."

Brewston turned off her computer and turned to the phone messages. Three of the six stated, "Call Ann — Urgent!" Brewston picked up the phone and dialed Ann Simonson's number. "What is it?" she asked.

"Thank God, you're in! Meet me for coffee in the student union in five minutes?"

A few minutes later, Brewston and Simonson huddled together at a corner table, steaming cups before them. "Well, what is it?" Brewston asked impatiently.

"You're not going to believe it," Simonson responded. "Ed Weakly mistakenly copied me on an e-mail message to Jerry Simonstadt. Ed and Jerry and Mary Wolfson from accounting are trying to sabotage your leadership of the Task Force."

"Why would they do that?" Brewston asked, shocked.

"They think your report is going to point a finger at them for having tolerated outdated systems and procedures," Simonson replied.

Brewston frowned. "But everyone knows there are serious problems with campus computing and that purchasing processes could be streamlined through technology. That part of my report is not likely to be news to the vice president or anyone else," she said.

"Truth is, this is actually an opportunity for Ed and Jerry to show that their areas can be much improved if the college will just invest resources in improved technology," Brewston added. "Everyone knows they haven't had the budgets to support improved hardware and software. No one's blaming them."

Simonson looked at her friend. "They blame themselves for not finding alternate funding or reorganizing their areas for greater efficiency. And they think the VP will blame them, too."

Brewston sipped her coffee. "Yes, I guess I can understand that. But sabotaging what I'm trying to do really won't help them." She tapped a finger on the edge of her cup. "I've got to talk to them. Maybe we could work out a strategy together that would save face for them."

Her friend shook her head. "It's too late for that. You should just go to the VP and tell her what's going on."

What do you think Sally Brewston should do? What would you do? Have you ever faced a similar problem? Fax your response to WIHE, (608) 284-0601 or e-mail women@wihe.com We'll reprint the best responses in a future issue.

Creative Tips for Dealing with Conflicts on Campus

Do you dread having to talk with a particularly difficult individual on your campus? He may interrupt you, not listen, and put you down in front of others. Maybe dealing with such a tough customer has blocked your creativity and caused you to avoid projects that might have led to professional advancement.

If you're struggling to handle a difficult person, Judy McQueen, of the Michigan State University Women's Resource Center, has lots of tips that she shared at the 10th Annual International Conference on Women in Higher Education in Fort Worth in January.

First, face the conflict

For many women, coping with conflict begins with facing it. "Most people do not like conflict, especially women," she said. Women have been programmed to avoid conflict, and are "used to being nurturing and caring but not assertive. But the more we learn about conflict, a natural part of life, the greater the chance of reducing and managing unnecessary future conflict."

She listed choices you have in a conflict: You can be non-assertive or "wimpy." You can be aggressive, choosing to meet your needs "at the expense of others." Or, you can be assertive, choosing to "have your needs met but not at another's expense."

Many women tend to look for a compromise in a conflict, McQueen added. But "settling on a happy medium" sometimes really pleases no one. McQueen used the example of two people choosing a restaurant. One person wanted Chinese food and the other wanted Mexican. They settled on German food, which was acceptable to both but not what either person really wanted. Collaboration, or talking about the conflict, is a better strategy, according to McQueen.

Too often women do not talk about their differences. Instead, they save up "brown stamps," keeping track of the many instances of conflict. Yet saving brown stamps is "not healthy," McQueen said. "Spit it out now."

Team sports can encourage both women and men to deal with conflict. During a game, the players may kick at each other, for instance, but at when the game is over, "they are all buddies," she said. Everyone "needs to realize that a game is a game."

When dealing with conflict, McQueen suggests:

Do

- Treat others respectfully.
- Keep good eye contact.
- Get complete information.
- Ask questions.
- Admit your mistakes.
- Clarify misunderstandings.
- Let others speak before responding.
- Appreciate that the other is taking a risk in addressing the conflict.

Don't

- Find fault.
- Interrupt.
- Be a martyr.
- Change the subject.
- Joke.
- Imply ulterior motives.
- Become defensive.

There's no question that addressing conflict requires effort and puts you at risk. But the effects of not addressing conflict can be even worse: You still have to live with the conflict, McQueen noted, and it can wear you down. Even worse, if you do not address a serious conflict, you run the risk of losing the war.

Surviving a conflict, one battle at a time

McQueen shared specific strategies to help women administrators cope with conflict, one battle at a time.

- Air your conflict as soon as possible, preferably within 24 hours. Take time to think, but not too long.
- At the same time, don't emotionally rush into battle without thinking through your strategy. "Clarify your thoughts and feelings before you react," McQueen suggested. "Rehearse what you want to say before making the complaint." The simple act of writing down your key concerns can help lower your stress level, but be careful not to publicize what you write in a moment of anger.
- Rehearse what you want to say with a trusted colleague or friend, for a reality check on whether what you would say is strong enough, yet avoids loaded words.
- Instead of storing up your complaints, make them one at a time. "Saving brown stamps isn't healthy," she says, because it can affect your eating and sleeping and your whole emotional well-being.
- Watch how you communicate your concerns. "Don't give away your power by smiling when you're really serious," she warned. Match your voice to your body language. Don't give mixed messages, saying "yes" with your voice and "no" with your body language.
- Speak in "I" statements, rather than "you" statements, which appear to blame or accuse. "You can control only your own behavior," she reminds.
- Avoid sarcasm in either words or tone, as well as threats and accusations. If the other party uses sarcasm, threats or accusations, McQueen advised, "You have the right to call them on it. Keep your own voice calm. Listen and keep your voice low. Then get up and leave if they start yelling."
- Keep your comments brief and understandable.
- Handle complaints privately. Keep the conflict between only the individuals directly involved. After all, conflict is neither fun to watch nor a spectator sport. ◆

For more, contact Judy McQueen, Women's Resource Center, Michigan State University, 332 MSU Union Bldg., East Lansing, MI 48824-1029; voice (517) 353-1635; fax: (517) 432-3846.

Additional resources: 1) *Positive Confrontation*, a 16-minute video produced in 1989 (#VT030), is available from MSU Cooperative Extension; (517) 355-0240. Cost is $25. A workbook (#E2205) is available for $2. 2) *Does Someone at Work Treat You Badly?* (1993) by Leonard Felder is available for $6.75 from Berkeley Publishing; (800) 631-8571. 3) *Giving and Receiving Criticism* (1990) by Patti Hathaway is available from Crisp Publications: (800) 442-7427.

Test Yourself on Conflict Resolution Strategies

Reflecting traditional wisdom, the statements below describe alternative strategies for resolving conflicts. Indicate how typical each is of your actions in a conflict. 5= Very typical; 4= Frequently typical; 3= Sometimes typical; 2= Seldom typical; 1= Never typical

1. It is easier to refrain than to retreat from a quarrel.
2. If you cannot make a person think as you do, make him or her do as you think.
3. Soft words win hard hearts.
4. You scratch my back, I'll scratch yours.
5. Come now and let us reason together.
6. When two quarrel, the one who keeps silent first is the most praiseworthy.
7. Might overcomes right.
8. Smooth words make smooth ways.
9. Better half a loaf than no bread at all.
10. Truth lies in knowledge, not in majority opinion.
11. He who fights and runs away lives to fight another day.
12. He hath conquered well that hath made his enemies flee.
13. Kill your enemies with kindness.
14. A fair exchange brings no quarrel.
15. No person has the final answer but every person has a piece to contribute.
16. Stay away from people who disagree with you.
17. Fields are won by those who believe in winning.
18. Kind words are worth much and cost little.
19. Tit for tat is fair play.
20. Only the person who is willing to give up his or her monopoly on truth can ever profit from the truths that others hold.
21. Avoid quarrelsome people as they will only make your life miserable.
22. A person who will not flee will make others flee.
23. Soft words ensure harmony.
24. One gift for another makes good friends.
25. Bring your conflicts into the open and face them directly; only then will the best solution be discovered.
26. The best way of handling conflicts is to avoid them.
27. Put your foot down where you mean to stand.
28. Gentleness will triumph over anger.
29. Getting part of what you want is better than not getting anything at all.
30. Frankness, honesty, and trust move mountains.
31. There is nothing so important you have to fight for it.
32. There are two kinds of people in the world, winners and losers.
33. When one hits you with a stone, hit him or her with a piece of cotton.
34. When both people give in halfway, a fair settlement is achieved.
35. By digging and digging, the truth is discovered.

Scoring: Enter your score for each item below. The higher your score for each strategy, the more you to use it.

	WITHDRAWING	FORCING	SMOOTHING	COMPROMISING	CONFRONTING
	1. ____	2. ____	3. ____	4. ____	5. ____
	6. ____	7. ____	8. ____	9. ____	10. ____
	11. ____	12. ____	13. ____	14. ____	15. ____
	16. ____	17. ____	18. ____	19. ____	20. ____
	21. ____	22. ____	23. ____	24. ____	25. ____
	26. ____	27. ____	28. ____	29. ____	30. ____
	31. ____	32. ____	33. ____	34. ____	35. ____
Total	____	____	____	____	____

Analysis: What's Important to You?

	WITHDRAWING	FORCING	SMOOTHING	COMPROMISING	CONFRONTING
PERSONAL GOALS	Low (give up own goals)	High (own goal at all cost)	Low (avoid conflicts peacemaker)	Moderately high	Highest Willing to risk the most
RELATIONSHIPS	Low Priority	Low Priority	High Priority (wants to be liked)	Moderate Priority	High Priority (can be improved)
STRATEGY	Withdrawing Giving in	Forcing Persisting Overpowering	Smoothing Pacifying	Compromising Oversimplifies May seek one-way solution	Confronting Negotiating High persistence
EXAMPLES	TURTLE (Keeps head in shell) Lose—fail	SHARK Win—high ego	TEDDY BEAR High need for approval	FOX Best in business and labor Seeks solutions	OWL Seeks a solution that will achieve both goals WORTH STRIVING FOR!

Source: Judy McQueen shared this quiz with permission from University Associates' 1980 Annual Handbook for Group Facilitators. (MSU)

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The Rest of the Stories

Readers calling for other reasons often inquire about the sequel to events chronicled here. They want continuing reports, not just a snapshot.

- **Whatever happened to Denis Collins, the University of Wisconsin professor of business ethics whose department denied him tenure** when a new rule required 80% faculty agreement, and he got only 79.2%? (*WIHE*, July 1996.) His wife is *WIHE* writer -DJ.

Since then, the standing Committee on Faculty Rights and Responsibilities recommended advancing Collins for tenure, but the divisional committee later rejected him on a 6-4 vote, which he appealed. He has asked the chancellor to punish two business school administrators who he said lied to the faculty about him.

Collins' going public with complaints about the ethics of his colleagues brought to his attention other stories of ethical abuses on campus. They prompted him to move away from his family to a "safe house" near campus, an apartment where for 40 days beginning on the first day of Lent he gives counsel, support and strategies to those who have observed ethical misconduct on campus.

"Let us cleanse the campus of all the unethical, evil things around here that people are doing to each other at the expense of taxpayers," Collins invited. "I am giving up my family for 40 days of Lent to help transform this university."

In four days Collins had collected 50 complaints, which the university promised to review, and had met with state legislators to air his concerns. State Representative Tammy Baldwin was interested in his report. "Every time there can be more public scrutiny of taxpayer-funded institutions we will be better off," she said.

- **How does your daughter like college?** Initial complaints of horrible food, too-hot quarters, limited social opportunities with males, roommates who smoke in the room, a two-month delay in getting e-mail and telephone message service have ended.

Current complaints are more substantial: elitism, no sense of community in a school where half the campus leaves on weekends, having to study too hard.

She came home for Thanksgiving, complained of not feeling well, and said prophetically, "What if I got really sick and didn't have to go back?" The day after Thanksgiving, she was diagnosed with mononucleosis, which kept her from returning and kept me as nurse for two weeks.

"Aha, we'll see just how user-friendly this school is," I thought. Calling her dean, I learned the answer was "very." He advised that she could just drop out now (losing all that time and money), or plan to take her finals later. He would contact her profs to help with arrangements.

We chose option two. But just before exams, she insisted on returning to campus to take one final, get books to study for the rest, and say goodbye to friends who weren't planning to return. I parted with my last frequent-flyer ticket.

Her return five days later for Christmas was marked by limited shopping, long naps and no studying. She planned to return to campus early, write a final paper, study hard and nail all her finals. But instead, cold weather grounded flights for three days.

Bottom line: She finally took all her exams, finishing up with a B average for the semester. Her writing prof spent an hour and a half with her, discussing options for programs within her school and other schools and career strategies. She applied to another Eastern school, and if accepted will have to make another major decision. I've heard some students take until well into the second semester to settle in at their schools...

- **How was your vacation?** The sun, sand and surf of Mexico's Yucatan peninsula were just as the postcards promised. I returned with a suntan and a renewed dedication to my work here.

The book I took, *I Can Be Anything I Want If I Just Knew What It Was*, made me realize how wonderful yet demanding this job is. I vowed to delegate more routine tasks in publishing *WIHE* and search for other related missions to keep the challenge in my life. I also started classes in photography and tennis.

The Mexico trip was not without negative aspects. My traveling companion's suitcase disappeared between the rental car desk and the car itself. Our backpacks were grabbed while we read on the beach, within inches of them, by two banditos who flashed a machete after we chased them into the jungle. Our scooter blew a rear tire at 60km on Cozumel Island.

For other workaholics, I recommend getting away to give yourself time and space to think and relax, even if it means working double-time before and after. The memories remain.

Mary Dee

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Fortifying Some Elusive Fault Lines in Higher Education

Ignoring the obvious, K. Patricia Cross identified two more subtle conflicts within higher education in her keynote speech at the 81st Annual National Conference of the National Association of Women in Education (NAWE), held in San Francisco in February.

As a well-known leader in higher education, Cross spoke on "Tremors and Quakes: Some Points of Tension in Higher Education," in line with the conference theme, "Mapping Fault Lines." She holds a named chair in the Department of Higher Education at the University of California-Berkeley.

Cross made only passing reference to higher education's obvious fault lines, like managing with limited funds and learning to use technology to educate students. Instead, she told stories from her nearly 45 years in higher education to identify two more elusive fault lines.

Conflict between individual and group rights

Acknowledging lessons of her mentors always had a big impact, she recalled a speech by Ruth McCarn, former dean of women at the University of Chicago. "If I were beginning again, I would get fired earlier," McCarn began, because she had learned so much from her experience of speaking out against racism and segregation.

Cross also remembered leaving student personnel work in 1964 and deciding not to renew her membership in NAWE's predecessor, the National Association of Women Deans and Counselors, which focused on student affairs.

To her embarrassment, Cross got an indignant letter from Helen Schleman, then dean of women at Purdue University who "chastised me roundly for my failure to recognize my responsibilities to women, no matter what my personal professional interests." Cross promptly sent in her dues, and continued to do so for another five years.

She sees the experience as an example of the continuing conflict between the needs of the individual and concern for the rights of groups. Another example:

Earlier in her student services career, most major institutions had changed from having both a dean of women and a dean of men to having one dean of students. Naturally the dean was a male, and the assistant dean was a female.

In response, the National Association of Deans of Men became the National Association of Student Personnel Administrators (NASPA) but continued to be a men's association.

When Cornell University appointed Cross as the first female dean of students at a major institution, a question arose: Can a woman join the dean of men's association, since its new name implied membership consisted of deans of students? The group's young reformers said "yes" while the old guard said "no." The reformers won and she was invited to the association's annual convention.

"Then a strange thing happened," Cross said. The convention opened with an evening reception, where as the group's lone female, she would stand out like a sore thumb. Several of the old guard, aware of the situation, offered to escort her to the reception, concerned that she feel personally welcome and comfortable at the event.

But the young reformers "stayed away in droves," Cross reported. Their message was, "Now that we have proclaimed you equal, we have no more obligation to you than to any other member of this organization."

This incident shows friction between personal needs and group justice, and reflects a continuing dilemma women face today in fitting into a school's culture.

Cross believes current thinking submerges individual needs in favor of answering the concerns of groups, partly because we are a product of our own technology.

"Polling 30,000 people and analyzing the data overnight is no big deal," she noted. "Most research today reports differences between men and women, blacks and whites, gays and straights more because they can, than because it makes any particular sense to do so."

Most journals would eagerly publish the results of a survey of 30,000 students as quantifiable, good research. And many would ignore a longitudinal interview study of 36 students over four years, considering it to be anecdotal

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K. Patricia Cross

and subjective. But which study would teach us more about how students learn and develop?

"Large-scale statistical studies describe what is; they rarely explain the causes," Cross observed. And the way we form questions and seek answers influences existing tensions, such as the one between individual needs and group rights.

What can women leaders in education do to ease the tensions along this fault line? Cross suggests:

- **Continue to be open to differing points of view and value diversity.** "There are still people within the academy," she said, "who see diversity as a problem to be dealt with rather than a resource to be utilized in educating students."
- **Avoid the pitfalls of stereotyping.** Even though you may think highly educated people at colleges and universities would be among the last to stereotype groups, the way we do research sometimes supports stereotyping. Cross pointed out that O.J. Simpson, Colin Powell, Bill Cosby and Clarence Thomas are similar demographically, yet they may hold very different opinions.

Although she's a fan of the book *Women's Ways of Knowing*, Cross says it doesn't describe the way she herself learns. "Even where trends exist, there will always be individuals who do not fit the norm," she says.

- **Trust your humanitarian instincts.** She backs the idea of "Think globally; act locally," being aware of the overarching trends and needs of the group, but treating people as individuals and listening to them with respect.

Another problem related to the way we do research is that studying groups and common threads among them tends to encourage "surface learning." We tease out seven good practices for undergraduate learning or five tips to enhance multiculturalism, without really delving deeply into a subject.

"We are an impatient society," Cross said. "We want quick answers to complex questions." In part, she blamed the information age, in which people have become so overwhelmed with data and bits of information that they can't see the whole picture.

Information overload hides the big picture

Tension between the whole picture and its individual parts is Cross' second hidden fault line. "We have lost the grand design of education in our fragmented academic disciplines and specialized administrative structures," she said.

Learning, she insisted, is not simply adding facts on top of facts. Rather, it's a process of assimilation. Learning is a dynamic process, requiring critical thinking and individual change. Educators and students don't need a vision of "what the educated person should know, but what she should be," Cross said.

Students also have a need to reflect on and become responsible for their own education. Cross cited the 1964 book by Roy Heath, who talked to 36 students once a week for four years. He called the most successful students "reasonable adventurers." They were willing to take risks and open themselves up to new experiences in and out of the classroom, but were not desperately driven to either take chances or avoid them altogether.

Although Heath interviewed only men, Cross updated his words from *The Reasonable Adventurer:*

> I have tried to picture the Reasonable Adventurer as a fully funtioning human being, one who is open to new experiences in a changing world. She is seeking the fulfillment of her individuality from a base of world relatedness. While this level of funtioning is best calculated to bring deep satisfaction, it would be wrong to assume that the Reasonable Adventurer exists in a state of undiluted happiness. Her happiness is geared to her sympathies and her compassion is broad. Her deep awareness that she lives in a troubled world from which she cannot escape is certainly conducive to sobriety and, at times, anguish. She is no superwoman. In fact, she may be no more than average in mental endowment. What she has she uses well. For this reason she is more fortunate than others. She knows what it means to be alive.

Learning always involves risk. But "the most efficient learning is geared just slightly ahead of what the learner knows he or she can already do," Cross said. "If the challenge is too easy... it is simply boring... If the task is too difficult, it is foolhardy and doomed to failure." Ideally, she said, "learning is a reasonable adventure, characterized by good judgment in a never-ending adventure into the unknown."

The challenge for women in higher education is to help students and each other engage in their own reasonable adventures. And to assemble the bits and fragments of information in such a way as to systematically build on who we are, developing an integrated picture of what the educated person should be.

Those challenges, tensions and fault lines in higher education do not scare Pat Cross. "The tremors and quakes that shake us up every decade or so have been productive," she said, "because they have usually redistributed the pressures beneath the surface to make our foundations stronger." She expects the same to be true of today's fault lines and conflicts.

–DG

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Brown U Appeals to Supreme Court, Claims Women Lack Interest in Athletics

As the world of campus athletics watches, officials at Brown University asked the Supreme Court to overturn an appeals court ruling that its athletics program does not serve women fairly.

Brown claims that "... men should get more opportunities to participate because they supposedly are more interested in athletics and deserve a bigger piece of the pie," according to Lynette Labinger, attorney for the women athletes who sued the school.

If the ruling against Brown stands, "virtually every institution in the country must do what Brown has been ordered to do: Find the funds necessary to continue expanding women's teams or eliminate opportunities for men," notes Laura Freid, executive VP for external affairs.

With the appeal filed in February, the Court is likely to decide by mid-May whether to hear the landmark case. Brown hopes to rectify what it calls mistakes in interpretation of Title IX of the 1972 Education Amendments by the U.S. Department of Education's Office of Civil Rights, the First Circuit Court of Appeals in its November ruling, and five other federal appeals courts rulings in similar cases.

The *Cohen v. Brown* case dates back to 1992, when Brown cut women's volleyball and gymnastics to save $50,000 and the women athletes sued. Since then, the case has cost Brown at least ten times that amount, becoming a cause celebre for schools hoping to continue delaying compliance with the 1972 law requiring gender equity in campus athletics.

Brown believes its women students are inherently less interested than men in sports, and that Title IX was designed to guarantee equal opportunity, not equal participation, according to the *Boston Globe* on February 21 and *The NCAA News* on March 3, 1997.

Citadel Punishes 10 for Hazing Women; Prez Says Accusations May Be Untrue

One male cadet at The Citadel was dismissed and nine more were busted to private and sentenced to marching around the grounds after hearings on hazing and harassing the two female cadets who quit the school in December.

Earlier, three male cadets left the school and one more got busted and marching orders.

Before the punishments were announced, the school's interim president, Clifton Poole, tried to discredit the two women who complained, saying they were "disciplinary problems from the beginning," citing their breaking rules by giving themselves short haircuts like their male counterparts.

Ignoring her 230-page report detailing the hazing and harassment of Jeanie Mentavlos, Poole said the two female cadets might have been drummed out of the corps earlier, but school leaders continually urged them to stay.

"I think something happened, but I don't know exactly what or how," Poole said. The women's story "sort of deteriorates and you're not really sure what happened," he told *The Greenville News*.

Good news came in February for the two women cadets still at The Citadel. The father of remaining cadet Nancy Mace, retired Army Brig. General Emory Mace, was named acting commandant of cadets, the second ranked officer at the school. A 1963 Citadel graduate, he is one of the school's most decorated alumni and is expected to make clear exactly what zero tolerance for hazing means. Although the school officially says his appointment while his daughter is one of two women cadets still there is merely "coincidental," the symbolism in the message is inescapable.

Meanwhile, the Army is considering ending the privileged status of a handful of private military schools, including The Citadel and the Virginia Military Institute (VMI). Their graduates would no longer have preference in getting coveted active-duty slots in the officer training programs, but would compete with graduates of 301 Army officer training programs in the country.

From reports in *The Chattanooga Times* February 22, the *Duluth News Tribune* March 6, and *The Los Angeles* Times March 11, 1997.

Lawsuits Challenge Affirmative Action

Those lawyers still salivating over the ruckus they caused in the University of Texas law school admissions case are at it again, this time at the University of Washington. There Katuria Smith, a white applicant, failed to gain admission in 1994.

Like *Hopwood v. State of Texas*, her federal lawsuit challenges the use of race in admissions to the law school. Texas recently settled the lawsuit for $15,000 and has quit using race in admissions decisions.

In Georgia, 11 residents filed a class-action suit claiming the state perpetuates segregation among its 16 predominantly white and historically black universities. In 1994, blacks made up 88% of all students at the historically black state universities, and 3 to 29% at the predominantly white schools. They want the campuses to quit considering race in admissions, hiring and other decisions.

Chancellor Stephen R. Portch says the suit accuses the system of both perpetuating racial segregation, and of violating civil rights in trying to end the bias, according to *The Chronicle of Higher Education* on February 28 and March 14, 1997.

Minnesota-Duluth Plans Equity in Athletics

Smarting from an athletic department scandal that shook the public's trust, the University of Minnesota-Duluth announced a plan to triple athletic scholarships for women next year and meet gender equity rules within three years. It also hopes to hire a new AD this month.

Male athletes now get 53 of the school's athletic scholarships, valued at $8,800, while women get 20.5. In three years, the figures will be 38 for women and 46 for men, when athletic participation is expected to match the student body ratio of 45% women and 55% men.

The plan budgets an extra $150,000 for women's athletics next year, to bring support services for women like tutoring, recruiting, equipment, practice facilities, and road travel amenities equal to that currently provided for male athletes.

"We could achieve gender equity tomorrow by merely eliminating a major part of the men's program, and there are some who recommend we do that," explained UMD chancellor Kathryn A. Martin. "But we do not have the luxury of solving our problems the easy way. The idea is to enhance women's athletics.

The equity plan is based on suggestions by the school's task force on women's intercollegiate athletics, according to the *Duluth News Tribune* on March 15, 1997.

Sex Harassment Costs Wisconsin $390,000

A medical professor who reportedly told his Chinese assistant that having sex with him was part of her job cost taxpayers a settlement of $390,000.

Xing-Gu Lu said Dr. William Ershler demanded sex with her in his office about twice a week from November 1994 to July 1995. She didn't refuse for fear of losing her job and visa to stay in the US. He was head of the Institute on Aging and the University of Wisconsin's department of geriatrics in the medical school.

Court records showed Ershler had also copied hundreds of pornographic pictures and movies from the Internet to his office computer.

Threatened with being fired, he agreed to leave the school and now heads the gerontology unit at Eastern Virginia Medical School VA, according to the *Wisconsin State Journal* on February 19, 1997.

More Women Chosen as Campus ADs

The days when the yoo-rah-rah football coach automatically became athletic director thankfully are past, and today's leaders are more apt to be business-minded, innovative, and female.

Today six women serve as ADs in the 111 NCAA division I-A schools (with football), five of them getting their jobs in the last few years.

Most recent members of the club are Judy MacLeod, interim AD at the University of Tulsa OK since 1995 who was named AD in March, and Sandy Barbour, named AD at Tulane University in September 1996.

The others are Barbara Hedges of the University of Washington, Deborah Yow of the University of Maryland, Cary Groth of Northern Illinois University and Andrea Seger of Ball State University OH.

Barbour expects more women to become ADs because they are interested in sports administration. "I don't think it's necessarily that people have become more enlightened to the fact women can make good managers, but it's indicative that women with experience are emerging," she explained.

Info from *The Birmingham News* on February 16 and *The NCAA News* on March 10, 1997.

Protest Ends Rape Victim's Dorm Eviction

It was a first-year student's worst nightmare. An 18-year-old woman at San Francisco State University had a few drinks in her room with two young men, aged 15 and 19, who then raped her. She managed to grab a hunting knife and chase one down the hall, attracting witnesses and a cut to her hand.

Later she declined to press charges, and thought the incident closed, until the housing committee decided to evict her for breaking a state law against possession of a weapon on a public campus.

After dozens of women saw the action as "persecuting the victim" and threatened to walk out of their classes on a campus that is nearly 60% women, officials decided to "take into consideration the full circumstances of the case" and let her stay.

Info from *The New York Times* on March 9, 1997.

NH Students Debate Sex Consent Policy

With 15 rapes reported to the University of New Hampshire Sexual Assault and Rape Prevention Program last semester alone, students are debating whether to push for a policy similar to that started in 1993 at Antioch College OH, which requires consent for increasing sexual intimacy.

"Right now, the rule is if you hear 'no' you stop," said senior Peter Finkle, who chairs the student senate's judicial affairs committee. That assumption could be changed to say, "If there isn't a 'yes,' it means 'no.'"

The new policy says anyone who is drunk, drugged or unconscious is incapable of "willingly and verbally agreeing to engage in specific sexual behavior." It would apply to all students, whether on or off campus, with sanctions from suspension to expulsion.

In February, student body VP Becky Turner distributed a survey asking students what they thought the current policy means, and their reactions to the proposed policy.

The student senate and administration must approve a policy change, according to *The Boston Globe* on February 15 and 18, 1997.

Rape Suspect Specializes in Campuses

It's only taken four years, but authorities think they've caught a rapist who has been attacking women at the University of Florida, the University of Georgia and Emory University.

Many women on the campuses have been afraid to set foot outside alone at night since the attacks began in May of 1993. Most recently, four women at the University of Georgia have been victims. The suspect had been in a Florida prison for almost 12 years for raping two women, according to the *Atlanta Journal-Constitution* on February 14 and 15, 1997.

Women's Hockey Continues to Grow

Three more schools have announced plans to start women's varsity ice hockey teams soon.

- St. Mary's University of Minnesota will elevate its women's ice hockey club team to varsity status starting in the 1998-1999 season, bringing to 11 the number of women's varsity sports.
- St. Cloud State University MN will start developmental ice hockey teams for women, and plan to enter full var-

sity competition by 2001, according to subscriber Lin Holder, associate VP for academic affairs. It will also upgrade the Nordic skiing team to varsity status and upgrade softball by adding junior varsity competition.

- The University of Maine's women's ice hockey club team has requested varsity status. "We fully intend to make it a varsity sport," responded Matt Bourque, sports info director, according to the *Providence Journal* of February 27, 1997. The only question is whether to do it on a shoestring budget this fall, or wait until 1998-1999 when more funds can be allocated.

Bourque expects the request to be resolved out of court, saying, "Frankly, what we would lose in money and time for litigation, we would rather put toward the program."

Subscriber Allison McMillan writes to *WIHE*: "One step closer to the 40 teams we need to get to an NCAA championship. Now when is Wisconsin going to get with the program?"

MALE ATHLETES ACTING BADLY

Schools Announce Punishments

Athletes are finally being sent messages that it's not OK to be out of control.

- At Yavapai College AZ, coach Dolph Carroll suspended seven members of the men's basketball team after they were caught and admitted smoking marijuana in a local hotel. With five games remaining, he was left without enough players to continue the season.
- At the University of Rhode Island, three football players of 31 accused of taking part in trashing a fraternity house were found guilty, in addition to the two who already pleaded guilty to assault.

In response to the attack, RI President Robert L. Carothers dismissed two players, suspended four more and canceled an upcoming game against the University of Connecticut. He got more than 400 letters praising his strong stand, although the move cost about $150,000 in gate receipts and concession sales.

- At Virginia Wesleyan, 23 male athletes were suspended from competition after a brawl over a woman in a campus bar that continued onto the soccer field. Suspensions and penance of 25 hours of community service went to 11 baseball players, 7 basketball players and 5 lacrosse players. The basketball team had been in first place in its conference.
- In the wake of 19 football players being charged with offenses from malicious wounding to rape since November 1995, including 13 since July, Virginia Polytechnic Institute has clamped down on athletes' misconduct.

Effective immediately, a new conduct code suspends athletes who are charged with felonies or crimes involving gambling or game fixing from their teams until they are cleared.

Responsible for enforcing the code is the AD, not the coach, who no longer has to decide whether to cripple the whole team by punishing an athlete for misconduct.

Info from *The Chronicle of Higher Education* on February 21 and March 6, 1997.

Black Women Gain in Higher Ed

A staggering increase in the number of women earning professional degrees in medicine and law between 1977 and 1994, 219% for black women and 116% for white women, highlights a new survey on rates of students earning college degrees based on gender and race.

Overall, increases by black women were most dramatic, including an increase of 55% in the number of bachelor's degrees, while increases by women outdistanced men overall.

The 500-page report by The College Fund (formerly the United Negro College Fund) is the most comprehensive assessment of black achievement in higher education.

Enrollment of black women is 24% higher than black men; twice as many women earn bachelor's and master's degrees each year, the report says.

"The economic benefits of going to college are very strong, and most young people know that if they go to college, their future income will increase," said Howard University Provost Antoine Garibaldi. "That message has gotten out there."

More research could explain gender differences, said Michael Nettles, who directs the institute conducting the study.

"At the undergraduate level, black women are worse off financially and are not better prepared than black men," he said. They had lower SAT scores, took more remedial courses and were more likely to be first-generation college students than their male peers. Yet they recorded a 55% increase in bachelor's degrees from 1977 to 1994, compared to increases of 35% for white women, 20% for black men and a 4% decrease for white men.

"It may be that women sacrifice less [in wages] while in college, or it may be that their perception of the payoff of college is better than men's," he said.

1977-1994 Change in Degrees, by Race and Gender

	Women		*Men*	
	Black	**White**	**Black**	**White**
Degree				
Associate's	+60%	+52%	+11%	-4%
Bachelor's	+55%	+35%	+20%	-4%
Master's	+5%	+24%	-10%	-16%
Professional	+219%	+116%	+5%	-26%
PhD	+51%	+70%	-20%	-27%

Despite the gains, blacks still have a harder time in higher education. For blacks, two-thirds went to their first choice college, compared to three-fourths of whites. Nearly a third of blacks at four-year universities came from families with incomes of less than $20,000, compared to 9% of whites.

Although blacks make up 10.1% of students in U.S. colleges and universities, which is up from 8.8% a decade ago, they are 14.3% of the traditional college-age population.

Reports are from *The Boston Globe* and the *Wisconsin State Journal* on February 27, 1997. More info on the study is available on the Frederick D. Patterson Research Institute web site at: *http://www.patterson.uncf.org*

Georgetown U Under Siege for Updating English Curriculum

All across America, champions of orthodoxy crusade to destroy educational initiatives to meet changing student needs. This year Georgetown University is under attack, as crusaders target the most vulnerable teaching staff, mostly women and minorities.

In fall 1995, conservative students and alumni at Georgetown in Washington DC staged a protest for the benefit of *The Washington Times*, owned by the Rev. Sun Myung Moon's Unification Church. The next spring the conservative National Alumni Forum staged a "Teach-In on Shakespeare" at the edge of campus. The National Association of Scholars and the president of the Olin Foundation joined the attack.

Commentators copied uncritically from one another until the *New York Times* and the *Wall Street Journal* took up the hue and cry: One of the nation's most reputable universities had killed off Shakespeare in the "dumbing down of America."

What had Georgetown actually done? The English department changed its curricular requirements in 1995-96 to let majors choose among three concentrations: literature and literary history, culture and performance, and writing. Majors must take two English courses outside their concentration and two with a focus before 1850, but they no longer all have to study Shakespeare. Students hone their abilities as close readers and cogent writers, and can earn extra credit for volunteer work connected to the class.

Some critics take any course title not in the accepted canon as a sign of degeneracy. Assistant Professor Kelley Wickham-Crowley says she's sure the ancient cultures of Ireland and Wales would be surprised to hear the *Washington Post* call medieval Celtic literature "nontraditional."

A prison literature class, taught in prison as well as in schools and featuring literature written in prison, helps students avoid behavior that might lead to prison. The defenders of orthodoxy denounce it as part of the homicidal conspiracy against Shakespeare. "You have to kill somebody to get a prison literature course recognized," Wickham-Crowley says.

Why pick on Georgetown?

With many schools making similar changes, why did the National Alumni Forum target Georgetown? The Roman Catholic university is traditional and well respected. Its Jesuit administration probably won't defend "liberalism" too vociferously. Even more important, it's in Washington, where the National Alumni Forum is headquartered and every newspaper or television network has a bureau. A photogenic protest at Georgetown can get media coverage nationwide.

If the English courses are designed to foster critical thinking, Shakespeare's professed defenders should take one. Without visiting a class or reading the course description, columnists list by title the classes the university shouldn't offer. The lists include anything with the words "women," "race," "gay and lesbian" or "sexuality."

By a leap of logic, the crusaders advance to a sweeping assault on multiculturalism and interdisciplinary learning. Shakespeare cloaks the attackers in the garb of respectability, but their fury isn't about the bard. Wickham-Crowley says the loudest critics on campus aren't English majors but students of government and foreign service, intent on making rules for others that won't affect themselves. "This is about power, hierarchy and fear of obsolescence," she said.

Real people are getting hurt

The lists of "inappropriate" course titles in newspaper after newspaper have the effect of targeting individual faculty members. Most of the listed courses are taught by women, especially women of color. Many hold adjunct or untenured positions. They are the most vulnerable members of the university's teaching staff.

The harassment at Georgetown has been intimidating and nasty. Obscene, homophobic messages have appeared on selected office doors and classroom chalkboards. A targeted teacher may find her class canceled by a fraudulent notice. One received an anonymous death threat by mail.

For teachers without tenure, persistent ridicule threatens careers. A gay Jesuit at Georgetown, one of the few men targeted, was rejected the first time he came up for tenure. The attacks may add impetus to the proposal that Georgetown eliminate full-time adjunct positions to avoid paying benefits. Those in administration and tenured teaching positions need to speak out, to defend colleagues from losing their jobs as scapegoats in the culture wars.

The champions of traditionalism won't stop with Georgetown. Associate Professor Margaret Stetz advises:

- ***Inaction = Escalation.*** You must react forcefully and immediately to every attack. The Georgetown English faculty had little taste for political conflict. Their failure to coordinate a prompt counter-attack may have contributed to the escalation of criticism into personal harassment and a media-inspired Shakespeare "teach-in."

- ***No one cares about academic freedom except the faculty.*** Georgetown's curriculum changes gave conservative organizations and commentators a cherished excuse to invade higher education. Who cares?

While some students do, don't expect them to bombard the student newspaper with letters in your defense. Don't expect overworked administrators, on their own initiative, to give top priority to defending your department's authority in its field of expertise. Faculty members need to defend themselves and each other.

- ***The PR office is your best ally.*** The demonizers of multiculturalism are well funded and media savvy. Most teachers aren't; they need help. Work closely with your school's public relations office, or hire an outside consultant if necessary. Georgetown's PR staff distributed fact sheets at every National Alumni Forum press conference and phoned *The Washington Post* daily until it agreed to print the dean's response to an inaccurate editorial.

Only a united front with a strategy of prompt, coordinated, professional response is an adequate defense in the political arena masquerading as a culture war. ◆

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Stetz and Wickham-Crowley spoke at the NAWE conference in San Francisco in February 1997. Contact them in the English department at Georgetown University in Washington DC, (202) 687-0100.

Association Leaders: Entrepreneurs from the Academy

Torn between staying in campus administration and owning your own business? For the best of both worlds, consider heading an association. Long the preserve of retired male college administrators, higher education associations are starting to put women in charge: women who are younger and bring a different style to the job.

Three women association executives spoke at the NAWE conference in February 1997. Nancy Gaffney, 34, is director of administration, publications and conference services at the Council of Graduate Schools (CGS). Lynn Gangone, 38, is executive director of the National Association for Women in Education (NAWE). Carmen Neuberger, who stayed home after college to raise five daughters, is executive director of the American College Personnel Association (ACPA). All three work in Washington DC, where most associations gather.

What's the work like?

Top-level opportunities for women tend to be at the smaller, more flexible associations. Neuberger heads a staff of six, Gangone's staff is equally small and Gaffney shares top responsibilities on a staff of 14.

The smaller the staff, the more hats you wear. You're in charge of finance, administration, budget, student concerns, human relations, curriculum. You do it all: supervise staff, ask for money, put out publications on schedule, negotiate with TIA-CREF, and consult the attorney on legal affairs.

As association head, you report to the board and probably serve on it *ex officio*. It may change every year; you try to bring stability. You consult regularly with the board president and work behind the scenes to help the board make informed decisions. You provide facts and history, interpret the by-laws, and explain what other associations do.

> *The more generalist a position you come from, the better your chances are.*

What's the attraction?

You get the status of a college president and the autonomy of an entrepreneur. Your boss, the board president, is far away; while you stay in touch, you can set your own day-to-day agenda. You get a broader overview of what's happening in the world of higher education than you'd get at one university, and you don't have to deal with as much red tape.

If you're flexible, the variety can be exhilarating. "It's a great, great, great place to be," Gaffney says.

What are the pitfalls?

Much the same as the rewards. Setting your own schedule requires internal direction. Independence can make you insular; reach out by phone and e-mail to keep in touch. Neuberger says she missed campus life and has tried to fill the gap with campus visits, consulting, and student interns.

You get to manage the budget, but you can't enlarge it at will. You'll have creative ideas but usually no additional staff to implement them. You have to make sure your visions fit the board's mission and goals. Annual board turnover can be frustrating.

Gangone says one of the biggest things she's learned is to relinquish some control. With so many different constituencies, you need to choose what you can do and be willing to let some things go. Try hard to avoid surprises.

How do you get started?

Most association heads had no specific training for it, though Case Western offers a degree in association management. Neuberger recommends you get your PhD and all the experience you can on campus, then move on when you get bored or stop learning. "The more generalist a position you come from, the better your chances are," she says.

She was dean of students and assistant provost at an urban college in DC, then moved to a vice-presidency at a rural liberal arts college. Gangone worked in New York and New Jersey as a gender equity specialist, training director, dean of students, and vice-president for development before taking the helm at NAWE. Gaffney studied political science, public administration, and management, then did faculty development, student development, conference planning, and publications at Northeastern University and the Kennedy School of Management. Both Neuberger and Gaffney landed association jobs after deciding for personal reasons to work in DC.

There's nothing like involvement in an association as a volunteer to give you experience and contacts. Neuberger says she's been active in NAWE and NASPA since the days women wore hats and white gloves. There she met and mentored Gangone, whose experience as volunteer conference director helped lead to her present job.

Gaffney used NAWE contacts to simplify her job search in Washington. "We're all sisters," she says. "Use the people in the room, friends and colleagues, to help you." She's continuing to build skills and connections through the American Society of Association Executives, where she got instant credibility as chair of meeting planning.

And when you're ready to move on?

Women haven't been in these spots long enough for a clear pattern to emerge. We're not like men, Gangone says, and we're taking these positions at an earlier stage in our careers. Some people stay at one place all their lives or advance from one association to another. Neuberger was president of the tiny Tuition Exchange for two years before she moved to ACPA. Don't expect to see any of the male-dominated "Big Six" education associations recruit women for top posts any time soon, the women leaders warned.

Another possibility is consulting. Gangone's predecessor at NAWE is in the academic search business. Returning to campus is possible but hard once you've been away, and after being at the top you may not want to aim below a presidency. Whatever your next career move, the variety of contacts and transferable skills you learned in association work should help. ■

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Contact Gaffney at CGS, (202) 223-3791; Gangone at NAWE, (202) 659-9330; or Neuberger at ACPA, (202) 835-2272.

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How Women in Math and Science Can Avoid Depression

Her students told computer science professor Ana Pasztor they suffered from depression. Noting that many women in math and science change focus or drop out, Pasztor and colleague Judith Slater asked scholars in three countries about conflicts between their core values and their working in traditionally male fields.

Slater, assistant professor in Educational Leadership and Policy Studies at Florida International University, presented their findings at the conference on Women in Higher Education held at Fort Worth TX in January.

Five levels of alignment

People tend to experience themselves at five levels, from most superficial to most integral: environment, behavior, capabilities, beliefs or values, and identity, Slater said. Each level influences the others: Input from our surroundings affects our actions, which affect our skills, and so forth. We try to keep the levels consistent, or *aligned*. When conflict occurs, as when new experiences challenge our beliefs, we either change something to regain our alignment (reject the experience or adjust the belief) or we pay the price in anxiety. French psychologist Jean Piaget called it the assimilation and accommodation of schemas.

Men have set the norms for work in science and mathematics, including the working environments, styles of personal interaction and measures of success. From an early age, boys get more training than girls in the particular skills useful in the lab. And girls are socialized to attribute their successes to effort rather than ability. For female mathematicians and scientists, some degree of misalignment is almost inevitable in a field shaped by men. Lack of self-confidence keeps some women from changing their work settings, behaviors, skills, or career goals to restore internal consistency.

- One of Pasztor's students saw herself as an artist without talent. She chose computer science for financial security. Dressing like an artist at home and conservatively on campus, she told Pasztor she'd been depressed. Her career choice and all her related actions were out of sync with her sense of who she really was.
- Another whose stated goal didn't fit her sense of self was an instructor and graduate student from Madagascar. She said she valued teaching above research because "the human touch is important." But her stated goal was research, because research brings academic success.
- A research project chief found her behavior conflicted with the environment of the all-male executive committee. "With men everything is black and white," she said. "My style is different and wasn't recognized. I didn't speak forcefully; in the future I must be conscious of it."
- Two mathematicians, one in the US and one in Taiwan, spoke of the conflict between their need for community and the solitary work of their field. The American decided not to compete academically but instead to concentrate on teaching as a non-tenure-track lecturer, applying her creativity to course development rather than research and publication. The Taiwanese found work with flexible hours for time with her daughter. "I'm not successful but I'm happy," she said.
- Another woman in Taiwan aligned her goals, capabilities, behavior and environment by making her work her life. In her quest for excellence, she has chosen to forego family or outside involvements. She is sometimes lonely, since others don't understand her work and she can't join conversations about anything else. She is beginning to question the limited identity she has chosen.

A question of confidence

Lack of alignment contributes to lack of confidence, and vice versa. Confident people bounce back from failures and build the skills they need. Others with comparable initial skills get discouraged by lack of role models, experiences of mastery or visions of a possible future self. Absorbing their failures into their self-image, they give up and settle for less than they could be.

A mathematician in Hungary shows little confidence outside math. She works closely with her husband; despite skills as strong as his, she shapes her work around his and directs her behavior toward pleasing him. This passivity or "other direction" also appears in women who leave their careers to chance rather than plan.

Some become overachievers to bring their lives into alignment and compensate for self-doubt, like the Taiwanese woman with no life outside work. And the associate professor of human genetics at a major American research university, who attributes her position to luck and timing. Successful by all external measures, she sees herself as a hard worker with no special talent, so she tends to over-prepare.

What can we do?

It's hard for women to find alignment in the male culture, especially that of math and science. Without alignment they become anxious. Some lower their expectations and pull back from their professions or drop out altogether. Others let work take over their life and pay a high price in their personal identity.

Pasztor advises taking a personal inventory and making changes to assure our environments, behaviors, and skills are consistent with our values and sense of who we are. She also suggests making institutional changes to improve women's opportunities for alignment in math and science:

- **Pay attention to the physical environment.** Many women prefer a clean room with a window to the characteristic "dirty, ugly computer lab" in the basement. Offer manuals women can read in comfort instead of making them learn everything at a keyboard and screen.
- **Create teams.** Most women aren't loners, Pasztor says. They prefer to work in groups.
- **Change the examples used in class.** Household appliances illustrate many engineering principles as well as vehicle engines. Not every illustration needs to use weapons, car parts or cases of beer.
- **Teach visualization and other skills to help students learn with the whole self.** Encourage them to pay attention to health, body and spirit as they develop the tools they need to build their math/science competence.

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Michele "Mike" Bloom, Executive Director
The Women's College, University of Denver

'Our work culture is a learning community in itself, very similar to the learning culture in the classroom.'

When Associate Dean Michele Bloom was tapped to head the University of Denver's Weekend College in 1993, she was "surprised and delighted."

Having acquired the Colorado Women's College in 1982, DU folded most of its programs into the existing curriculum. But wisely, the college's very successful weekend program for nontraditional adult women stayed separate, as part of the university's business school.

With experience in start-ups and developmental endeavors in and outside of the university, Bloom shouldn't have been surprised by her appointment: "I've been in pioneering situations over and over again, and involved in changing the identity of organizations." And because her 30-year career includes experience outside education, it provides "tremendous perspective" and a kind of "maverick quality" encouraging creativity and innovation.

All these skills are very useful at DU, a private university of 8,700 students with an annual price tag of $16,740.

Even Bloom's career path is non-traditional. She has a BA in speech therapy from the University of Alabama and an MA in special ed from DU. She has been a consultant and director of marketing at a startup hospital in Denver.

Based on her experience in the health care field, Bloom predicts "increased responsiveness to the person who's paying the bill" in higher education, and increased accountability for costs, investments and outcomes, "and increased management sophistication, especially in financial and business management."

With these challenges in mind, The Women's College puts customers first, unlike the traditional campus model.

The college is as nontraditional as its students: Many are first generation students and almost one fourth are women of color. "There's a lot of individualizing and customizing that's necessary to keep students in the program," Bloom explains. For example, many students face tough job and family conflicts, and the college helps them document personal emergencies to get tuition refunds when necessary.

New kind of college evolves

The culture at The Women's College results in part from Bloom's continual push for change, which has come in three steps. "When I came in, clearly the most unique aspect was it being an all women's program," she says. Changing the name from the Weekend College to The Women's College, which required board approval, signaled a new direction and intention for the college. And from a marketing standpoint, it "positioned the college much more clearly for growth and identity," she says.

The second came in 1995, when the college added a second degree, a BA with a major in communications.

The third just came in January, when the board finally approved The Women's College as a separate unit, bringing Bloom onto the council of university deans.

Michele Bloom

Although the changes signify a supportive climate for women at DU, they also testify to Bloom's leadership and ability to "mobilize the hopes and commitment of people there and help them regroup around an expanded sense of what The Women's College could be."

Just before beginning her job as director, she went on a personal retreat, which helped her a lot in "clarifying ... my opportunities and leadership platform and understanding and being able to articulate my values. I knew that once I started, I'd be in the middle of daily demands, and I needed principles from which to operate."

Bloom's principle-centered leadership reflects her interest in the work of Steven Covey, author of *The 7 Habits of Highly Effective People* and *Principle-Centered Leadership.* She also follows his method of organizing her activities according to her priorities and works to integrate several different, demanding roles.

All of this focused effort doesn't preclude fun. Three years ago Bloom began studying and doing botanical illustrations. "The act of depicting, in fine detail, the flower or plant is a form of meditation. Time is suspended and both mind and sensory awareness are fully engaged," she reports. The experience has increased her energy and concentration for other tasks.

Bloom's principles also helped her maintain focus and provide "a consistent message of vision and a constant pressure toward movement and growth." There's an art and "exquisitely delicate dynamics in knowing when to provide pressure and when to repeat messages," she says. "You have to keep revisiting the original plan."

Another aspect of Bloom's leadership balancing act has been in financial resources. "Sometimes we have been underresourced for what were trying to do," she reports. "Sometimes our ideas have gotten ahead of our resources. Things that I thought would take one year took four years. Trying to grow carefully has been a big challenge."

Bloom encourages women on campus not to retreat, despite barriers and setbacks. "Move forward even when it seems like you're not moving forward. Lessons about timing and pacing and persistence come back again and again," she notes, especially when you've found "work that is meaningful to you and that gives you a sense of purpose and direction."

Principles without strategies aren't enough

Having found their work, women need to "learn the business of the institution they work for. What are its economics? How do decisions get made?" Bloom is concerned that "in many settings, women have opted out of that part of the work." Consciously or not, many women seem to have "left that to the men."

But it's not enough "to just have an opinion and be on the right side. We have to ask not only how to do the right thing, but how to do it effectively." Identify the tools and resources you need to do the job and develop "a more strategic, effective approach. It's not enough to have a good cause," she adds. "You have to figure out how to get it done."

Too often, Bloom observes, "People give up their power by just being critical or passive or angry or frustrated, instead of saying, 'How can I make things better?'"

Her approach has been successful at The Women's College. "Many students use The Women's College to transform their lives profoundly," she reports. They use classroom experiences, networking, and the entire learning community to achieve much more than others expected.

Principles dictate a different kind of management

"Our work culture is a learning community in itself, very similar to the learning culture in the classroom," Bloom explains. "There's an emphasis on growth and adapting to change," she says, among faculty and staff as well as students. "There's an emphasis on women working together and achieving in the office as well as in the classroom."

The culture translates into "remarkable differences in how responsibility and authority are understood," according to Bloom. College staff understand the budget and financial issues. "Everyone helps manage financial resources," she says. "People understand what our constraints are," rare in a more controlled organizational culture.

Another difference is "the degree to which people are engaged in seeing problems and opportunities and addressing those problems and opportunities," she notes. "There's a very positive focus around what it takes to be great."

Generally, what it takes to be great is great service to students. The Women's College has created services that are models for other units. For example, the college tracks students daily during registration, a process so effective that other DU colleges have copied it to meet enrollment goals.

Students can register by phone, fax or mail, and even get a class syllabus by mail. The bottom line, she notes, is "We see our students as customers, much like a business."

The Women's College has evolved "in direct response to women's need, as opposed to imposing a model that came from a point of view that came from outside of those needs," Bloom believes. "We've evolved responsively," she says, "instead of picking a model out of a book." The strategy has worked at DU for adult women, the fastest growing student population in the U.S.

What's next? Bloom expects to add a program in computer science next year. "I'm interested in offering programs where women have not had as much opportunity," she says, and it combines well with a business degree.

Her biggest idea and vision is to renovate Treat Hall, the turn-of-the-century building that was the heart of the former Colorado Women's College. It's now vacant, but Bloom envisions it as "a center for women, and home of The Women's College, a visible symbol of the history of women's education and of the vision we have for the college."

Her challenge is to figure out how to pay for it.

No doubt she'll find a way.

–DG

Do Bras Cause Breast Cancer?

Finally, a reason not to wear a bra that's as valid as those of the feminist bra-burners of the 1960s: Bras may be linked to fibrocystic breast disease and cancer.

After four years of research, the wife-husband team of Soma Grismaijer and Sidney Ross Singer sees a possible link. But they've been ignored by the medical community, largely because neither has an MD after the name. And they published their conclusions in a paperback book called *Dressed to Kill* (Avery, $11.95) instead of in the *New England Journal of Medicine*.

In fact, the major reaction came from the Intimate Apparel Council. "They were very upset," relates Singer, who is a medical anthropologist while Grismaijer is in environmental science.

Their lit search found no previous studies of bras and breast cancer. "We couldn't believe nobody had ever looked at this before," Singer said. "People are biological entities that live in a culture, and our culture causes a lot of disease, including cancer and heart disease."

Bras may contribute to developing cancer because they restrict the natural removal of toxins from the body. "The job of the lymph system is to remove toxins such as chemicals and other pollutants from the body," Singer said. "But when women wear a bra, especially one that binds or makes red marks on their skin, the lymph system can't do its job." Fibrocystic disease is the most common cause of lumps in the breast, in which cysts or fluid-filled sacs develop. Most lumps are benign, but they can signal cancer.

Only one medical study came close. It was published in the *European Journal of Cancer* in 1991 by Dr. Dimitri Trichopoulos, a professor of cancer prevention and epidemiology at Harvard University.

Trying to correlate breast size and cancer incidence, he found premenopausal women who didn't wear bras had just half the risk of breast cancer of those who did. "Essentially, what we found was that women who had never worn a bra had a lower risk of breast cancer," Trichopoulos said. But because non-bra wearers tended to be thinner and have smaller breasts, he concluded breast size was the determining factor.

Personal experience with a lump in the breast six years ago led Grismaijer to experiment by going braless. Within two months the lump disappeared. They decided to look into the issue. From 1991 to 1993, they questioned nearly 5,000 American women in Dallas, Denver, Phoenix and San Francisco about their bra-wearing habits and other related information. Half had cancer and half didn't.

They found 99% of those with cancer wore bras more than 12 hours a day, compared to 80% of those cancer-free. Those wearing bras 24 hours a day had the highest rate of cancer. Of those with cancer, 18% slept in their bras, compared to 3% who were cancer-free.

- In a study on Fiji, they found breast cancer was nearly nonexistent before WWII, when some women began wearing bras for work, and is still rare among the nearly half the female population who never wear bras. "The study showed that given women in the same village with the same diet, environment and background, the ones who had worn bras were the ones getting breast cancer," Singer said.
- Agreeing is Michael Schachter, a Suffern NY medical doctor who mixes western medicine and alternative therapies. He says pesticides and other toxins have long been suspects in causing breast cancer, because they tend to accumulate in the fatty tissues of women's breasts.

"If you're wearing a tight bra on top of that, drainage can't take place, and that may be sufficient to bring about the changes in cells." He advises patients with a fibrocystic lump in the breast to remove their bras. "It has either gone away or greatly improved, and to me it makes a tremendous amount of sense."

- Gregory Heigh, who practices traditional Chinese medicine and homeopathy as a licensed acupuncturist in Tampa, is doing a bra and breast impact study with his patients. Of 70 or 80 questionnaires back, almost 100% who took off their bras have found relief, including his wife Clair, who has fibrocystic disease.

What about women who feel uncomfortable without a bra? Grismaijer now wears looser clothes, and others cover their nipples by wearing camisoles and T-shirts.

From the *Sun-Sentinel* of South Florida, as reported in the *Wisconsin State Journal* on March 17, 1997.

Looking for a NEW JOB? How To Present Your Best Self

The competition is stiff, and laws and technology keep changing. You may be a perfect fit for a job, but you won't get to prove it until after you're hired. To help you look your best to a prospective employer, Barbara Keener and Martha Nesbitt offered these tips at the National Institute for Leadership Development Leader's Workshop in Nashville in March 1997.

Keener is academic dean for community relations at the University of Florida, and Nesbitt is special assistant to the chancellor at the University of Georgia system.

Before you begin

Pick up the phone. Call for a catalog or annual report; you get information and a clerk at the school or company becomes aware of your interest. Use your networks to find out all you can about the job. Is the advertised position really open or already sewed up? Don't set yourself up for preordained rejection or sell your soul for a job that's a bad fit.

Notice what the ad asks for and provide exactly what's requested:

- *Application form?* Phone the hiring institution and get one.
- *Nomination letter?* A letter from a someone the prospective employer knows or a big name in the field can open doors for you.
- *Letters of reference?* You may enclose the letters with your application or have the people who write the letters send them separately. Ask what the employer wants. Most referees prefer the latter.
- *Transcripts?* Only your official transcript will do. If it's not available, send an unofficial one now with an official transcript to follow.
- *Deadline date?* Meet it with time to spare. An application may be rejected for being just one day late.

Barbara Keener

Before you get too far into the process, you'll need to tell your supervisor that you're applying for another job. Sunshine laws in some states (Florida, Wisconsin, Georgia and others) make your candidacy a matter of public record, and the prospective employer may contact her in any case. She'd rather hear it from you first. Explain the move in impersonal terms such as "changes here I'm not comfortable with" rather than individual criticism, or say something like "I've learned what I can here and it's time to move on."

Your resume

In the age of high technology, your resume needs to look really good. It's your only chance to make a good first impression. A search committee that receives 300 resumes can give serious attention to only a few. Make sure yours is among them.

Think of the resume as a "Vicarious Vita:" Put yourself in the reader's shoes. What looks good? What seems discombobulated? What impresses you? Keep it short, no more that two or three pages at the most. The traditional resume includes these standard elements:

Martha Nesbitt

1. Name, mailing address, phone number. Make it easy for the employer to find you. Include home and office phones and e-mail. Confirm that all your contact information is clear, conspicuous, accurate and up-to-date.

2. Job objective *(optional).* Phrase it to emphasize yourself and your competencies. The point isn't that you want only the advertised position, but that it builds on your particular skills and experience. Don't be too specific; leave the door open for other jobs.

3. Education. When you're applying for a college or university position, list education before experience; switch the order for jobs in business. List all college degrees in reverse chronological order, together with any graduation honors such as *cum laude*. If you're ABD, say so, with the date you expect to finish. Don't detail your high school career, except special honors if you're a recent graduate. Because of laws against age discrimination, you're not required to give dates for your degrees, but omitting dates may give the impression you're hiding something.

4. Experience. List *positions, institutions, dates* (with no unexplained gaps), and a *synopsis of responsibilities and accomplishments.* Start with the most recent job and work backward. Skip summer jobs unless you're a recent graduate or they relate to the position you want. Before writing your summary of what each job entails, use your networks to learn which buzzwords to use and which hot buttons to avoid.

5. Honors and awards. Don't assemble a laundry list, but include awards if they're selective. These can build connections if someone reviewing your application has a personal tie to one of the awards you list.

6. Special skills *(optional).* Computer skills or fluent foreign languages may help you get the job. Do your homework; check whether a particular skill is a plus at the college or company in question, or the kiss of death.

7. Professional activities. List *publications, presentations, participation,* and *affiliations* (with offices held, if any). Someone who shares your affiliation may become your advocate. Don't go overboard on publications and presentations. If you've done a lot, summarize: five presentations for NAWE, seven for NASPA, a keynote for ACE.

8. Community service. Interest in this aspect of applicants' experience is escalating, especially in the community college environment. List past and present activities, including offices held in community service organizations.

9. References *(if requested).* You can choose whether to list your references or just say they're available upon request. A list has the advantages of satisfying the reader's curiosity and drawing attention with well-known names. You'll want to customize your list of referees to the place you're applying. You might as well list your supervisor; they'll call her anyway and may be suspicious if they don't see her on your list.

Once your resume's drafted, review it for visual impact, layout, length, writing style, and overall effect. And make sure the content is:

÷ **Action and achievement oriented;**
÷ **Specific and relevant;**
÷ **Complete and accurate.**

Your cover letter

The cover letter is a crucial sales tool. Link it as closely as possible to the position description. If the advertisement lists qualifications, detail yours in the same order and wording, with bullets to match the ad. Tell concretely what you've done that demonstrates each qualification. Be succinct: The letter should run one or two pages in the business world, up to four or five for an academic position. Your reader may scan hundreds of applications with the aid of a grid. The easier your letter is to scan, the better your chances will be.

With changing technology, some groups have replaced human with electronic scanners. To help your letter and resume survive the scanning process,

- use the employer's own buzz words;
- avoid decorative fonts or lines;
- bullet your competencies;
- proofread impeccably.

Imagine a clerk copying hundreds of applications as they come in. Avoid fancy, textured or colored paper, which may look good in the original but doesn't copy well. Put your name and page number, in the format *"page 2 of 2,"* at the head of each page. It's easy for pages to get separated at the copier.

Your interview

By the time you make it to the finals, your competition has been culled down to the very strongest candidates. It's time for a whole new round of homework about the school or company. Learn what's driving the budget. Read the strategic plan. Get a feel for the surrounding community. Some applicants visit campus the day before their interview to get the lay of the land, and talk to students and staff.

The interview process is about finding out whether there's a match between you and the position. Think ahead of time about questions you'll have to answer and questions you'll ask. If interviews are open to the public, ask a friend to watch someone else's interview to pick up the flavor. Watch a video of yourself in a practice interview. When the day comes, dress appropriately (not too much makeup) and try to relax.

Don't assume anything is informal or off the record. The assistant who gives you a tour of the campus is observing your attitude and demeanor. In the interview, be a good listener and ask good questions. It's fine to ask about shared governance, the strategic plan, major trends and accountability. If you show more interest in the size of your office than in the students, you're unlikely to get the job.

Some of the questions you'll be asked test your ability to articulate well-considered views. *How do you define and foster diversity? What is academic freedom?* Some probe your personality and balance. *What are the last few books you read and what did you gain from them? What are your hobbies?*

Be prepared for these 10 commonly asked questions:

1. Tell us something about yourself. This is not the time to bare your soul. Tell where you went to college and what you've been doing the last few years.

2. Why are you seeking this position? Talk about aspects of the institution, such as its diverse student body. Show that you've done your homework. Avoid peripheral reasons like "the Atlanta metropolitan area is a great place to be."

3. Why should we offer you this position? Describe specific strengths and experiences you can bring to the position, and how they fit in with the school's mission.

4. How would you describe your leadership or management style? Describe major characteristics of your leadership style and illustrate each from personal experience. People love a good, true story.

5. Why are you thinking of leaving your present job? You don't have to be totally candid. Highlight positive motives like career advancement or new challenges. If you're stuck in a bad situation, be diplomatic and don't criticize yourself or others.

6. What are your strengths? Emphasize strengths that fit the employer's needs. Think of a specific success story as an example of each.

7. What are your weaknesses? Stick with things the interviewers already know, translate "weaknesses" into "challenges," and spin the question to make yourself look good.

Look for holes in your resume and tell what you're doing about them. Perhaps your entire career has been in one state and you attend national conferences to broaden your perspective. Mention a past problem you've overcome; perhaps you've gone to workshops to learn to delegate. Or mention a "weaknesses" that's also a strength, such as a tendency to work long hours or be impatient with incompetence.

8. What do you consider the major accomplishments in your career? We all have real accomplishments. Think of something great!

9. Describe a difficult situation you have faced in your career and how you dealt with it. Tell a dramatic success story about a personnel situation if possible. Dealing with difficult people is important in any job.

10. Where to you expect to be 10 or 20 years from now? Be honest, to a point, as you describe your ultimate career goals. If you're interviewing for a move from department head to dean, admit that you're aiming for a presidency but say you need lots of experience at the dean level first.

Good luck!

-SC

Contact Barbara Keener, Academic Dean for Community Relations, University of Florida, 135 Tigert Hall, Gainesville FL 32611; (352) 392-1308; fax (352) 392-1350; e-mail bkeener@nw.mail.ufl.edu.

Contact Martha T. Nesbitt, Special Assistant to the Chancellor, at the University System of Georgia, 244 Washington St. SW, Atlanta GA 30334; (404) 656-2217; fax (404) 657-6979; e-mail mnesbitt@mail.regents.peachnet.edu.

Native American Re-Entry Students Take a Quantum Leap

When going to college means you say "no" to friends who want you to socialize, most people will opt to say no. After all, college is a ticket up, a way to better yourself. And friends should understand, right? Learning to make and stick with time schedules are necessary adjustments for students to succeed in college.

But for adult re-entry students, who often balance parenting and work responsibilities as well, the adjustment can be rocky. Especially if the friends you can't socialize with anymore are the same people to whom you turn when your kids are sick and you've got to get to class, or school's closed and you have to get a term paper in on time.

These relationships of mutual obligation, along with child care arrangement and financial stresses, were most often cited by Native American re-entry students as reasons for dropping out of school, according to research by M.S. Chukka, a doctoral candidate in educational leadership at Gonzaga University WA.

Chukka interviewed eight Native American re-entry students at a tribal community college in Washington State, presenting her findings at a poster session at the NAWE conference in San Francisco this past February. She met the students in a class she taught on survival skills at the college. She interviewed eight re-entry students at the beginning of their first semester, but within two months three students had dropped out. A year and a half later, one more dropped out. Half the original eight were women, and half had children ranging from preschoolers to high schoolers.

Goals used to look like a lifetime away, but now I see them in a different way.

The five who remained were in their 30s, all but one were married, and all had returned to school 10 years after having dropped out. Chukka interviewed them several times, observing their adjustment over their first semester, following up a year and a half later. She found their adjustment process over the first two to six months in school was key to their future success as students. She divides the adjustment process into nine stages:

1. The quantum leap - As if deciding to return to school wasn't enough, this experience describes the process of "shaking off" their fears as they moved from feeling intimidated to confident and assertive. They discovered their psychological and intellectual strengths.

2. Compressed - Students learned to ration their time, plan a schedule and stick to it, managing multiple roles and responsibilities, but felt compressed.

3. Alien life - It's a life organized by strict scheduling: of family, homework, housework and classes. Needing to prioritize activities, often neglecting friends, they had different lives now that they were students.

4. Detaching the umbilical cord - Loosening emotional attachments, students still tried to get friends and family to understand their needs. Chukka notes this was especially difficult for the women, who had relied on friends for child care and other help, and continued to need this help even though they couldn't reciprocate. "They had to learn that it wasn't rude to tell their friends they couldn't socialize. They felt guilty turning away their friends so they could do their homework." For many, the guilt was balanced by the desire to be a good role model.

5. Harvest - As the students developed a routine, they felt a sense of accomplishment. They were acquiring knowledge and skills; feeling they were moving toward a productive life and being seen as role models for their children and others in the community.

6. Outreach - As they became engaged as students, they developed the courage and determination they needed to educate and help others achieve their goals; they planned to get involved in the decision-making processes of their community.

7. Butterfly - No longer did they feel like a "repulsive, humiliated minority member," as one student described it. Overcoming feelings of alienation, students let go of "ugly and harmful habits" to invest time in studies, and began to experience school as interesting and enjoyable. They overcame the fright and anxiety of academics and tests. "One of the women told me that while she was taking a test she forgot her name — she actually couldn't write her name on the paper because, in her fright, she just forgot it," Chukka says. Fortunately, she soon remembered it.

8. Soaring in society - Determined to complete college, committed to "doing what it takes" to reach the goal, students by this time had developed a vision of advancement, both financially and status-wise.

9. The other side - Having made it themselves, the students appeared to be less accepting of others; they dropped earlier demands for "socio-cultural justice," focusing on personal responsibility.

After a year of study, the re-entry students were achieving their dreams. One wrote: "Goals used to look like a life-time away, but now I see them in a different way." At this point, a fourth student dropped out: juggling school and being a parent to six children, including two of preschool age, was too much.

In these cases, reasons mostly external to the college environment led students to drop out: child care pressures and financial pressures. To help, Chukka says colleges could help with child care services - including daycare, after school care, even transportation to and from school. And programs to build multicultural awareness and tolerance can help students understand, accept and respect those who are different.

"Psychologically, the students weren't comfortable" at first, even being native Americans at a tribal college, notes Chukka, perhaps because the idea of learning in a formal environment is alien to their culture. But once they learned how to survive, and make the adjustment to college life, they soared. ■

–DJ

Contact M.S. Chukka, whose dissertation is in progress at Gonzaga University WA, at (509) 323-0871.

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Mothering on the Tenure Track: Can We Do it All?

If you're a junior woman faculty member and you want to have kids, be prepared for some tough times.

Carol Theisen, assistant professor of health and nutrition at Weber State University UT, presented her findings at the annual Women in Higher Education conference in Fort Worth, TX in January of this year. They aren't too promising. In fact, without serious rethinking of its commitment to women and equity, the academy will remain a hostile environment for women faculty parents.

Education designed for males

University professorships were originally designed for men who had wives at home to care for the family, not to mention edit his papers and even grade student work. Professors in general work more hours than their counterparts in other professions, take the most work home and were the least likely to spend time with their children or assist with housework, Theisen reports.

What happens when women try out the life? Women typically finish their graduate and postdoctoral studies at about age 30 and, with luck, land an assistant professorship. It's hard to start a family while in graduate school, Theisen asserts, so during the "pressure packed probationary six year period" when a junior faculty woman must prove herself worthy of hire, she also must have children. It's then or never.

Women who have older children and are tenured are not supportive; it's like a badge of honor.

To learn what it was like for colleagues raising small children while trying for tenure, she interviewed 12 women in fall of 1996. They were at eight schools from smaller teaching colleges to large research universities in seven states. They taught in departments from English to chemistry. All were married, with the average age of 38, ranging from 31 to 46. Most had only one child, while four had two children and one had three. The children's ages were eight months to nine years. Seven women were assistant professors and five were associates, and four had been tenured within three years of the interview.

They were asked how pregnancy and child rearing affected their professional development.

You know it won't come easy

Each one admitted there was an impact, and in most cases it was negative. While almost half had the option of lengthening the tenure process by stopping the clock for a year, only two chose to do so. Others opted to forgo the option, feeling that it negatively affects others' view of their record. One was told upfront "you're not getting much of a raise because others had to cover for you."

Two had difficult pregnancies that they attributed to the stress of working full-time up to the end of their pregnancies, which they felt pressured to do. One was denied the opportunity to avoid three hour classes during her third trimester.

Almost all commented that research and writing had become more difficult, because they didn't have large blocks of time to focus on a project. As one woman commented, "my time is chopped up now. I don't have the luxury of letting things percolate to write."

Attending conferences to present one's work was an obstacle for breast-feeding mothers and others who are primary caretakers. Some of the women noted that very few conferences structure day care into their planning and most are not "kid friendly." Service to the university became difficult because it usually involved late afternoon to early evening meetings, and most available daycares close before these meetings are over.

Are there advantages?

On a positive note, the women said they became better time managers, organizing themselves and their families.

They also appreciated that they were providing a positive role model for students as well as for their own children, who saw them as serious scholars.

A nutritionist gained a broader perspective by learning how to create quick but nutritious snacks.

When asked what departmental or university policies supported their career development and parenting, the women discussed what it meant to have a policy available and what it meant to actually take advantage of that policy. As one woman put it, "University policy is six weeks maternity leave, but it is frowned upon using. I did not use it."

Another said her department chair criticized the Family Leave Act, which requires employers to offer 12 weeks of unpaid leave, because it didn't fit well with the 15 week semester schedule. Many scrambled to find policies that offered paid leave, or paid others to teach their courses.

Some of the women didn't want special policies for parents on the tenure track, believing that they would only serve to further marginalize women, putting them on a "mommy track." Others suggested a redesign of the whole system to acknowledge "faculty have lives."

Then there's the woman who responded, when asked what other things she would find helpful in order to be successful at parenting and tenure, "I have no clue about what should be done...this is so new in my school, it's not addressed and I don't want to be the one who does it. When you are not tenured you can't take these battles on, just show you can do it."

While many acknowledged finding outside support to help them through, whether family or paid child care, two themes emerged that really characterize academia through the eyes of women who want to do well, both in their jobs and with their families:

- First, children are not welcome on campus. The women felt they could not mention the existence of their children, much less bring them into the office. As one put it, "I feel no recognition of the family unit; work is supposed to be the center of my life." Another said, "I don't talk about the baby ... the less said the better. I'm afraid I would be taken less seriously or my commitment to the job questioned." "It's unspeakable, it's considered unprofessional," noted another.
- Second, colleagues expect women's children to inter-

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fere with their work. Women reported that others suspected them of liking their babies more than their jobs, and of being less serious scholars and teachers because they are parents.

And women colleagues weren't any better than the men, for the most part. As one woman complained, "Women who have older children and are tenured are not supportive; it's like a badge of honor."

Theisen concludes that many women faculty parents are so concerned with proving their worth within a male oriented system - and avoiding a backlash - that they choose not to draw attention to the implications of child rearing while on the tenure track. Afraid of being seen as less committed to their work, they minimize the importance of their families.

"This is why they do not take the full paid leave to which they are entitled. In fact, by returning to work shortly after giving birth, women attempt to demonstrate that nothing in their lives has changed and that having a child will not affect work productivity," Theisen comments.

Promising signs ahead

She points out that there is some movement on the part of universities toward a more family friendly atmosphere but "Most are small attempts to remedy a system that needs a major renovation."

A new group called the College and University Work-Family Association surveyed more than 3,000 four year institutions, finding many campuses offer help such as child care centers, job-sharing opportunities, financial help for adoptions and help for people with sick relatives.

Other interesting programs included "snow camps" at Princeton University, where employees can bring their school-aged children when schools are closed due to wintry weather; week long programs for children on winter and spring school vacations while university classes are in session at Boston University; and a semester of paid leave at Harvard University after the birth of a child.

However, most are doing little to help employees. Sick leave policy is extended to cover childbirth, giving new moms two to six weeks of paid leave. Fewer than half of all universities allowed their faculty to stop the tenure clock for up to a year for personal reasons.

For universities seriously committed to equity in faculty ranks, Theisen offers two recommendations:

1. Recognition: Schools must recognize that many junior faculty women will want to have children during their probationary period. At the very least, this means that all administrators and faculty must be informed and kept aware of the policies that are in place. Most of the respondents in the interviews were unfamiliar or vague about their universities' policies regarding leaves or suspension of tenure. When everyone understands what faculty parents' rights are, there may be less pressure for women faculty to forgo those rights.

2. Review: It's time to examine the entire structure of the faculty career ladder, and how its varied demands exclude women. Sorting through this will offer a new paradigm to value the talents both women and men bring to higher education. ■

–DJ

Contact Carol Theisen at Weber State University (801)626-6742.

WHAT SHE SHOULD DO

Ed. note: Having received no responses to last month's scenario, we'll switch to a new one. A new administrator called the WIHE office and asked for help in sorting out what to do about her situation. Thanks to the women at the NAWE administrative caucus breakfast who offered this advice.

She Gets No Respect

In her first administrative job after completing doctorate courses and a research assistantship, Marci found herself as an ABD at a new university hundreds of miles away. She was the only female member of the provost's professional staff, in a newly created position.

Now in her late 30s, she had been on the job for six months, and still their treatment led to fresh wounds. It came to a head the day the trustees went to lunch with the whole office's professional staff, except that she wasn't invited. All the men went to lunch, and all the women stayed at their desks. Not only that, but the female support staff rubbed salt in the wound by crowing within earshot, "All the bosses are gone."

What can Marci do to gain the professional status she needs to do her job?

Suggestions From the Veterans

- If the men on the professional staff have never worked with a woman before, they may just not know how to act. Some may view her as a party crasher who came into their sandbox uninvited, and they don't want to share their toys with her. Or, they may have welcomed her to the professional staff, but just haven't a clue how to proceed after that. They need educating.
- She needs to look at the expectations for her job. Is there a job description? If not, she should write one and go over it with her supervisor, and then make sure everyone in the office takes it to heart.
- As minority females, even as youngsters, we're taught to fight and stand up and be counted. We're taught that we are very important people, and not to let anyone tell us otherwise. Whatever her ethnicity, Marci needs to be more assertive, speak up about her views and perceptions, not take a defensive posture.
- Marci should have a session with her supervisor, maybe in the guise of asking for a six-months review. She could point out that in order for her to be truly effective in her work supporting the provost, she needs to be viewed as a member of the professional staff.
- I remember in the 1970s when I was the only woman in law enforcement in my county. I was absolutely, positively isolated. Even my kids were harassed at school about their mother's job. Now that I'm in education, I'm blown away by the similarities between law enforcement and education: The only difference is in the level of sophistication. But all these years later, it still hurts to remember... Now we're fortunate to have this kind of conference where we can share ideas and support.

And then...

Hearing their suggestions, Marci said she'd been getting the same message about speaking up more from her assistant, who is black and her same age. And she recalled that one male colleague had given her a few tips, like not volunteering to take notes at meetings. Stay tuned... ■

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Spirituality and Ice Hockey

Recently I've been acquiring frequent flyer miles at a rate that will earn me a free trip to Venus by next year. Having flown on separate trips from the tundra of Wisconsin to Tucson, Cancun, Fort Worth and San Francisco in eight weeks, I was not eager to attend the National Institute for Leadership Development (NILD) five-day workshop for leaders March 8-14 in Nashville.

In fact, for four years Executive Director Carolyn Desjardins has been urging me to attend; I had registered for a nearby Illinois site in June 1995, until informed that "my junior year final exams are the most important for college entrance, and you're leaving me alone to go..."

Unlike other leadership institutes that are skills based, the NILD workshop assumes one can pick them up elsewhere from the printed word. Rather it focuses on the individual: how she sees and fits into the world, and into her own skin.

It was this last part that made me squirm: all that touchy-feely, spiritual stuff that challenges a lifetime of learning that had brought some success in the past.

Having learned in the male model, I've been successful with the logical, linear way of operating, though I'm still perfecting it. Now she wants me to switch gears and delve into a deeper but higher intuitive self, questioning what life is all about, how it connects. It has nothing to do with religion, but with an inner voyage. Hey, I've been on enough trips lately...

What if there's nobody home inside me?

What if somebody is home and I don't like her?

Isn't it pretty arrogant to assume that my personal insights and value system should be so important that I should listen to them, even when every concrete, logical indicator says different?

On the other hand (and we Geminis always have at least three), I have nothing at all against intuition, especially if it can help solve a problem. I think of it like an additional sense, bringing in more information if you just learn how to process and trust it. It's like a $100 bill on the floor, just waiting for you to enrich yourself with a little effort. So far I haven't done that very well. It's all I can do to keep up with the facts, let alone the innuendoes.

I was only there because of her. Carolyn and I are soul sisters, sharing the same birthday of June 6. At the workshop I found we even occupy neighboring boxes in the Meyers-Briggs Type Indicator. She's ENFP while I'm ENTP, which she had already guessed. Although we feed off each other, each gravitates to her own comfort zone.

An integral part of the NILD workshop is going line dancing at a local watering hole, which Carolyn believes contributes to the overall teamwork approach that today's leader needs to be successful. After the Electric Slide, Carolyn and I decided to try the more conventional dance style. We did OK, but an observer commented "I couldn't tell which of you was leading," an ambiguity that permeates but doesn't threaten our continuing relationship.

Alone in the hotel room at night, I reflected on what I'd learned during the day. I was struck by the incongruity of the workshop's content and the hard-checking hockey game on TV, yet attracted to each for a different reason.

Known as a free spirit, I of course found it impossible to remain a detached observer rather than participant in the workshop. On several occasions during the week I had to issue what I called Minority Reports: Not everybody uses a day planner, wants to go to Opryland or interprets a survey in the same way.

Held in a historic railroad station turned hotel, the conference offered breakfasts and a reception in the cavernous former waiting room, topped by a gorgeous stained glass ceiling 100 feet high. I just couldn't resist making my hands into a megaphone and calling out "All aboard!"

Our workshop group of 30 joined a regional meeting of the American Association of Women in Community Colleges, which honored Carolyn for her contributions. Her luncheon speech discussed the spiritual aspect of leadership. Six times in a half hour she called out my name, asking if I was listening and paying attention. I was. (You'll read about her thoughts next month.)

Over the course of the workshop, several others confessed to sharing my skepticism about spiritual leadership. It was a Chinese woman for whom I developed a great respect who told me I was in fact very spiritual, although I just didn't know it. "Trust me," she said, "I know. I'm psychic."

Somehow I escaped from the workshop with my spirit free and my journalistic objectivity and skepticism intact. But just as today's leaders are showing increasing interest in the spiritual aspects, I'll continue to investigate the phenomenon. Just don't expect to see me at the summer International Institute on the Noetic Sciences.

Mary Dee

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$6 Million Bias Suit by Former Coach Hits Ohio State U

When a winning coach who has the respect of her players, outstanding evaluations and nine years on the job is fired overnight, the fur is sure to fly.

Former Ohio State University field hockey coach Karen Weaver filed a $6 million sex bias suit in U.S. District Court. She was fired last May, just days after blowing the whistle to the NCAA on the dangerous condition of the hockey field's artificial turf. Her suit names the university and Weaver's two immediate supervisors, AD Andy Geiger and associate AD Archie Griffin.

Weaver's team ranked in the NCAA Top 20 poll in 1994 and 1995. The 1994 team was the first OSU women's field hockey team to appear in the NCAA tournament and ranked fifth in the nation. Before her firing, Weaver consistently earned good performance evaluations and letters of praise from Ohio State President E. Gordon Gee.

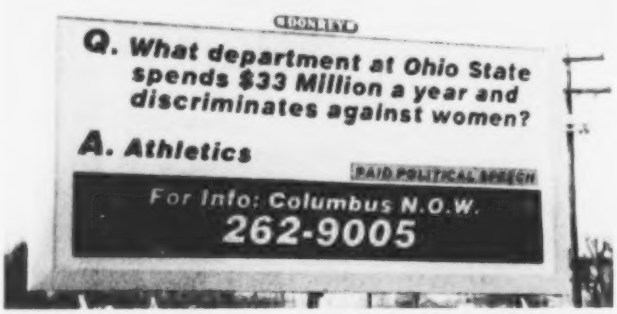
She had complained about the 25 year-old artificial turf since 1991, believing the threadbare turf was dangerous and caused most of the injuries plaguing her team. Last year, 13 of 17 players suffered injuries on the field. Installed in 1971, the turf was laid over a base of rock and macadam. Artificial turf now is laid over an E-layer cushion. In 1995 the NCAA rejected OSU's bid to host its 1997 championship due to the field's condition.

Although Geiger admitted to Weaver that the turf needed replacing, in spring 1996 he was still searching for a donor to pay for it. When an NCAA review team visited OSU April 29 – May 1, Weaver pointed out the problem with the turf. "We forced them into a situation of having to spend $850,000 on new turf," she said.

Weaver was fired the day after the NCAA team left campus. Pressed to explain her termination, Geiger told her only, "It's time for a change." Later, he came up with a new reason, citing a few players' resentment toward Weaver. The cause? Weaver had started a drug and alcohol awareness program after several underage players were caught drinking. Their grousing about Weaver's taking the OSU policy against drugs and alcohol seriously was held against her.

Meanwhile, several men's basketball players were arrested for crimes that included a weapons offense, drug possession, felony theft and burglary. Their male coaches continued in good graces with the university.

Weaver also pointed out gender inequities in head coaches' salaries. OSU calls field hockey an equivalent to ice hockey to measure Title IX compliance, but Weaver's salary was $47,000, while a less experienced men's ice hockey coach was paid $75,000.


DONREY
Q. What department at Ohio State spends $33 Million a year and discriminates against women?
A. Athletics
PAID POLITICAL SPEECH
For Info: Columbus N.O.W.
262-9005

The Columbus OH chapter of the National Organization for Women (NOW) sponsored this billboard to publicize alleged bias against women by the OSU athletic department.

Bias throughout the department

Besides righting her own situation, Weaver sued to call attention to the unfair treatment of women throughout the athletic department. "Somebody had to do it. Somebody had to speak up and I felt that I was in the best position to do it," Weaver said.

She acknowledged that filing the suit was "a risky thing to do. It would have been easy to accept a resignation and not a firing, but then I would have given up my rights as well," Weaver said. "If I looked back at this in 10

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years, I didn't want to have any regrets. I wanted to give it a shot."

Weaver noted six out of nine women coaches were fired since Geiger became AD, and another took early retirement. Only two male coaches have left. Basketball coach Randy Ayers was fired after a year of contentious behavior while he continued to receive his $500,000 package. The second male coach fired got a newly created post as special assistant to the AD.

The fired women head coaches were Mamie Rallings, OSU women's track and field coach for 19 years; Mary Jo Ruggieri, synchronized swimming coach for 25 years; Gail Davenport, head women's softball coach for eight years; and Nancy Darsch, women's basketball coach for 12 years. Questions also surrounded the departure of another coach, Lori Henry. At least two women were forced to sign gag orders to leave OSU, Weaver said.

Suit seeks 'permanent injunction' on bias

Weaver wants to change the status quo at OSU. "The number one thing we've asked for is to put a permanent injunction on these behaviors," she said. "We feel there is a continuing pattern of discrimination and we want it to stop."

The battle has not been easy. When she was fired, Weaver first went through the campus grievance process but "was ignored." Her only other campus recourse, the ombud office, has been closed, its director reassigned, and its responsibilities moved into the human resources office. (See *WIHE*, November 1996.) Weaver appealed to that office, but "They never got back to me," she said.

Next, Weaver and her attorney filed a complaint with the federal Office of Civil Rights in Cleveland and requested a letter from the Equal Employment Opportunities Commission for a right to sue, which was granted. "Then we went right to the suit," she said. "We had exhausted all of the other options." Now in the phase of establishing boundaries, the suit cites violations of eight federal and state statutes. OSU is now responding to the accusations.

Lawsuit becomes focal point

While the suit proceeds through the legal stages, it has become a rallying point for women in Columbus and beyond. The local chapter of the National Organization for Women (NOW) has held news conferences, pressed for a meeting with OSU President Gee which he has ignored, and put up a billboard in the city. The billboard reads: "Q. What department at Ohio State spends $33 million a year and discriminates against women? A. Athletics."

On April 3, the Columbus NOW chapter sponsored a town meeting to present facts and figures about bias in the athletic department. About 100 attended, including Rosemarie Dempsey, NOW's national VP.

Weaver said the town meeting was not so much a publicity strategy related to her suit as an educational strategy within Columbus. "Columbus is one of the largest college towns in America. It's difficult to find many people to write challenging things about Ohio State University and provide a balanced perspective," she noted.

Of course, the biggest need for education is within the university. "It's a problem," Weaver said. "There's a mentality that doesn't allow them to see what they're doing."

Her actions have already had some dramatic positive effects. A new artificial turf was installed last summer, right after her complaint to the NCAA. "The athletes competed on it last fall and there were no injuries that I'm aware of," she said.

Gender Inequity in Athletics at OSU

Category	*Women*	*Men*
Athletes on scholarship	153	247
Total scholarship dollars	$1,849,125	$2,538,774
Operating budget	$4,168,932	$11,750,129
Recruiting dollars	$152,067	$255,822
Operating expenses	$863,451	$2,296,200
Coaching jobs held by	24	59.5
Base salaries:		
Head coaches	$683,426	$892,482
Assistant coaches	$339,480	$975,090
Average head coach salary	$40,000	$52,500
Senior administrators	3 (21%)	11 (79%)
Medical staff	2 (22%)	7 (78%)
All head coaching positions	32%	68%
All assistant coaching positions	20%	80%
Head coaches becoming admins	0	4

From OSU's NCAA certification self-study, completed just prior to the peer group review in April 1996.

And last month OSU hired a new women's basketball coach, Beth Burns. She'll get the same contract as OSU's new men's basketball coach, Jim O'Brien: five years at an annual base salary of $150,000, reports the *Wisconsin State Journal* on April 5, 1997.

While Weaver awaits the outcome of the $6 million lawsuit, she has started a consulting business in Philadelphia addressing a need she witnessed first hand as a coach. She is advising high school coaches, guidance counselors, students and parents about NCAA eligibility requirements. "I saw a need for this kind of assistance as a coach. So many parents and athletes were coming in stressed out," not knowing what to expect. Weaver hopes to make the transition a bit easier for them.

Once again, she's turning a negative into a positive. ■

–DG

Contact Karen Weaver via email at recruitsvc@aol.com.

WOMEN IN HIGHER EDUCATION

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Schools Between Rock and Hard Place In Affirmative Action Decisions

Within months, the administrative and judicial branches of the federal government have issued opposite orders to Texas on using race as a factor in admissions.

Norma Cantu, assistant secretary for civil rights in the U.S. Department of Education, wrote a letter telling Texas officials they are not bound by a federal appeals court decision barring the University of Texas Law School from considering race in admissions decisions.

In fact, the letter continues, unless Texas officials take aggressive steps to recruit minorities, they risk losing $500 million in student scholarships, work-study programs and research grants.

In California, they now can start enforcing Proposition 209, which bans giving preference to any race or gender in university admissions or contracting. In April the Ninth U.S. Circuit Court of Appeals overturned a judge's order stopping its enforcement.

Groups had sought to prevent it from being enforced, saying others like veterans, the elderly and the disabled get preferences, so why not women and minorities?

Taking another tack, several California groups filed a complaint with Norma Cantu's Office of Civil Rights, saying the University of California graduate schools admissions policies now discriminate against women and minorities. It documents declines in the enrollment of women and minorities in U of C medical, business and law schools, and colleges of engineering.

In March, both the University System of Georgia and the University of Washington School of Law were sued in federal courts over admissions policies that take race into account in admissions policies.

Of course, legal experts have come down firmly on both sides of the debate.

Meanwhile, affirmative action bills have died in Montana and Colorado. The Montana measure would have ended tuition waivers for some American Indian students, while the Colorado bill would have prevented public colleges from using race in admissions and financial aid decisions.

Reports come from *The New York Times* on March 26, *Los Angeles Times* on March 20, and *The Chronicle of Higher Education* on March 21, 1997.

Supreme Court Refuses Case on Free Speech vs. Sex Harassment in Class

Schools are still in a bind, trying to balance the right to freedom from sexual harassment and classroom free speech, after the Supreme Court in March refused to hear a case that might have offered some solutions.

San Bernardino Valley College CA professor Dean Cohen required his remedial English class to write an essay defining pornography.

In 1992 a student complained of being sexually harassed by the requirement. The school agreed, requiring Cohen warn students in his syllabus about the nature of the course. A U.S. Court of Appeals for the Ninth Circuit ruled unanimously that the school had violated his rights, and ended that requirement.

Appealing to the Supreme Court, the college sought guidance in balancing the rights of free speech and a student's right to learn in a harassment-free environment.

Cohen's lawyer said the case was about higher education being required to "roll up their sleeves and craft effective policies that pass constitutional muster" and are tailored to the academic setting, not to just borrow them cookie-cutter style from the business workplace.

The report is from *The Chronicle of Higher Education* on March 28, 1997.

Finally, a Woman to Lead a 'Big Six' Assn.

In just last month's *WIHE*, the heads of three education associations warned women in education not to expect any of the male-dominated "Big Six" higher education associations to hire a woman as president any time soon.

Before the ink had dried on our issue, the prestigious American Association for Higher Education had chosen Margaret (Peg) Miller as its fourth president, to begin in July. She is now chief academic officer of the State Council of Higher Education for Virginia, in charge of review and assessment of Virginia's 39 public and 41 independent colleges and universities, where she has been since 1986.

Miller's forte is institutional effectiveness, teaching and restructuring: issues important to the association, leading to her unanimous choice as president.

"She's smart, she's gutsy, she's farsighted," VP Ted Marchesi told *The Chronicle of Higher Education*. "She's going to be one of the best things to come on the higher ed scene in quite a long time."

Miller considers heading the association her "dream job," looking at higher education from a wider perspective without the hassle of state politics. Her undergraduate degree is from UCLA, and she did graduate work at Stanford University before earning a PhD in English from the University of Virginia, where her husband is a professor of English.

She has also been an English professor and administrator at the University of Massachusetts at Dartmouth, and consultant on quality assurance to university systems in Maryland, Wisconsin and Puerto Rico.

The association's first women president, she replaces Russell Edgerton, who left in January after 20 years to head the Pew Charitable Trust.

VMI Prepares for Female Cadets in Fall; The Citadel Leaders Wish They'd Waited

The Virginia Military Institute (VMI) took a lot of heat for dragging its heels in waiting until next fall to admit women. It wanted to recruit a sizable cadre of women cadets and, more importantly, to prepare the male cadets for their presence.

The Citadel, on the other hand, jumped right in and admitted four women last fall, two of whom have quit amid charges of sadistic hazing by male cadets. Having punished more than a dozen cadets for hazing and suffered great embarrassment, leaders at The Citadel wish they'd waited a year to admit women, so their first class would have contained a larger cadre of women, and they could have planned better for the women's arrival. They planned to call off classes for a one-day sensitivity session including sexual harrassment in April, about eight months too late.

VMI is learning. The school will hold mandatory sessions on hazing, fraternization and sexual harassment, as a way of teaching manners to the young men.

The 1200 cadets also got a stern lecture from the junior class president Kevin Trujillo, who warned, "All it will take is just one mistake. Some are just salivating at the thought of our failure," according to *The Birmingham Journal* on March 12 and *The Atlanta Journal-Constitution* on March 19, and the *Wisconsin State Journal* on April 19, 1997.

We've Come a Long Way in Basketball

Just as robins and late snows signify spring in the Midwest, signals show women's basketball is coming alive:

- This summer, two professional leagues for women are starting up, filled with former college stars. The ABL has already begun to play, and the WNBA will soon start up.
- The NCAA women's Final Four championship in Cincinnati featured top teams with one thing in common: their coaches all were women, for the first time in 15 years. Maybe they're on to something...
- George Karl, coach of the Seattle Supersonics professional basketball team, has said he would hire a woman as an assistant coach. Many of his players came from households headed by women. And he believes there are women qualified to coach men's teams. "So much of the game is communication and understanding," he said, because the old dictatorial style is no longer effective. (Now about Bobby Knight...)

"I think I know how to handle and understand the sociological aspects of the game," he added. "But there's so much I never went through, to try to understand their side of it," reports the *St. Louis Post-Dispatch* on March 30, 1997.

- Writers are recalling statements by legends, such as Dave Caldwell, in the April 3, 1997, *Dallas Morning Star*:

"John Wooden, the legendary former coach at UCLA, has said that women play a purer form of the game than men. The men's game is played by acrobats who hover over the rim. The women's game is played by sometimes making five or six passes so their team can get a better shot."

- Pat Summitt, coach of the University of Tennessee Lady Vols who won the NCAA national championship for the past two years, is being favorably compared to the John Wooden mentioned above.

Molly Broad to Head U of NC System

Her lack of strong ties to the state was harder to overcome than her gender, but the board of governors named Molly Corbett Broad as the University of North Carolina's first female president. She will head its 16-campus system.

An economist, she's been in top administration as vice-chancellor at the California State University system, and in the Arizona State University system.

"I expect that many people assumed we would continue in the tradition of having a person with strong ties to the state as president of the University of North Carolina," said Chairman of the Board of Governors James Holschouser, Jr. "Only the emergence of a truly exceptional candidate would override that. And that's exactly what happened."

Lani Guinier Urges Shift from Combative, Socratic Style to Help Women Law Students

"If it worked for Socrates more than 2,300 years ago, it works for us," cry the traditionalists, but victims of the legal system like Lani Guinier think otherwise.

Calling the combative Socratic method of teaching law unfair and intimidating to women, The University of Pennsylvania law school professor said fewer than half the law school graduates become litigators, where they may be able to use combative skills. Others will be in negotiating situations; for them, more cooperative teaching styles that encourage students to listen and learn from each other would be more effective.

Agreeing is Carl Monk, head of the Association of American Law Schools. "The trial lawyer as gladiator represents the model for legal education but not necessarily for lawyering," he said, citing many schools now using small-group learning and other collaborative approaches.

Guinier wants to help women in law "find their voices," so they can fight back when attacked.

Guinier was nominated as U.S. Assistant Attorney General for Civil Rights in 1993. She was attacked for having a hidden agenda of instituting a quota system in civil rights, and President Clinton withdrew her nominations. Amid the turmoil, White House officials told her to stay silent before the confirmation hearings, which never occurred. Because she followed their directive, she never got an opportunity to respond to what she considered unfair attacks on her record.

Report from *The Chronicle of Higher Education* on April 11, 1997.

OCR Lets Minnesota-Duluth Off the Hook

By agreeing to follow its plan for reaching gender equity in athletics within three years, officials at the University of Minnesota-Duluth have settled a complaint with the Office of Civil Rights.

UM-D agreed to increase its female athletes from 122 to 137 by next fall, and submit a report by June showing a history of continual expansion of women's sports. Failing that, it must either submit a plan for making female athletic participation proportionate to enrollment by 1999 or prove it is "fully accommodating the athletic interests and abilities of the underrepresented gender" by the year 2,000.

The school's women's ice hockey club with about 30 players has asked to be upgraded to varsity status. Chancellor Kathryn Martin told the club it wasn't going to happen soon because of the cost. Two other cheaper sports are more likely to get the nod, cross country and soccer, even at a school in a city where hockey rules.

But the hockey players have an important ally. State legislator Phyllis Kahn has joined the scrutiny of UM-D's use of funds earmarked for gender equity in sports on the campus but diverted elsewhere. The state auditor is reviewing the department's use of the funds, and Kahn can't wait until the review is over. "Then I can start complaining about Duluth not having a women's hockey team," she said.

Reports are from the *Duluth News-Tribune* on April 1, 9 and 10, and the *Minneapolis Star Tribune* on April 11, 1997.

Penn State Defends Student Underwear Art

When Christine Enedy made a quilt of 25 pairs of underpants with red crosses sewn in the crotches, calling it "25 Years of Virginity: A Self Portrait," she thought she was celebrating her Catholicism.

But a state lawmaker and irate groups of Roman Catholics thought it mocked Christianity, demanding the university remove it from a campus art exhibit.

Penn State refused, with President Graham B. Spanier saying, "I can't imagine any circumstances under which this university would want to encourage censorship."

Just last fall, the same artist was forced to remove another controversial piece, a 5-foot sculpture of the Virgin Mary being born amid blood, according to *The Chronicle of Higher Education* on April 4, 1997.

Panel Asks Wisconsin to Add Women's Sports

With a Office of Civil Rights complaint from 1989 still hanging over its head, the University of Wisconsin athletic board's committee on planning and equity has developed a plan to add two new varsity women's sports by the year 2004.

Ice hockey, field hockey and lacrosse are under consideration, according to the *Wisconsin State Journal* on April 17, 1997. Calling ice hockey a "popular, longtime club sport on campus," the article mentions the University of Minnesota's new varsity team.

AD Pat Richter stresses, "We need discussion on this. There's a lot of work to be done" before acceptance.

The university had a field hockey team until 1980, when it was dropped for soccer, and considered adding lacrosse in 1994 but found no competition in the area.

Two More Fraternities to Ban Alcohol

Women on campus may be safer as a result of two major fraternities planning to ban booze by the year 2000.

Phi Delta Theta and Sigma Nu national headquarters announced the ban in March, and more fraternities are expected to follow suit.

"They're coming to school to get an education and they need a family and friends. They want a clean, safe house where they can hang out," said Robert Pasquinucci, a Phi Delta Theta spokesman.

"This marks a sea change in the history of fraternities," noted Mary Rouse, dean of students at the University of Wisconsin. Theta Chi's house there is testing the policy, with some acceptance, according to the *Wisconsin State Journal* on March 20, 1997.

Women Leaders Show Why We're Here

Readers wonder why the *WIHE* international headquarters is in Madison, Wisconsin, instead of on a coast:

- Madison is the #1 city in the country to live, according to *Money* magazine, based on quality of education, jobs, health, safety, recreation and other factors.
- Our central location allows us to telephone and fly to both coasts with a minimum of jet lag and time differences.
- And finally, this spring's election swept women into top leadership in both the office of the mayor and the county executive.

University of Akron: 'Toxic Tower' for Women

Some at the University of Akron have reported a gender purge, a conspiracy against women and minorities, and other serious problems since the resignation of President Peggy Gordon Elliott about a year ago. (See *WIHE*, November 1996 and January 1997.) Now the university's Status of Women Committee is planning a conference titled "Toxic Towers: The Impact of Higher Education on Women."

Set for August 15-16, the conference seeks papers about "the experiences of women as office staff, full- and part-time faculty, graduate and undergraduate students, and administrators," according to a flier. Papers, panels, and roundtable discussions will cover topics such as harassment, hiring and tenure discrimination, and activism and coalitions.

The title comes from a 1973 quote from Adrienne Rich:

> *The university is above all a hierarchy. At the top is a small cluster of highly paid and prestigious persons, chiefly men, whose careers entail the services of a very large base of ill-paid or unpaid persons, chiefly women: wives, research assistants, secretaries, teaching assistants, cleaning women, waitresses in the faculty club, lower-echelon administrators, and women students who are used in various ways to gratify the ego. Each of these groups of women sees itself as distinct from the others, as having different interests and a different destiny. Is the Ivory Tower a Toxic Tower for women?*

No question that the University of Akron has been toxic for many women. Kay Rogers, former director of university communications until she was demoted to grant proposal officer, still awaits the result of her complaints of age and sex bias filed in May 1996 with the EEOC and the Department of Labor's Office of Federal Contract Compliance.

Last year she named several women whose jobs were in danger, and these warnings continue to come true. And she predicted a white male administrator would be sacrificed to refute charges of sexism. Since then, the male dean of education was "forced out," she recently reported. His crime? Not publicly announcing that former President Elliott had pressured him to hire the spouse of a man she'd hired as an administrator.

Another man she saw as likely to move up in the new, conservative hierarchy has done just that. The former male director of alumni relations is now a VP.

Meanwhile Rogers is happy at her new job as director of media relations at Indiana University-Kokomo. She notes many women administrators at Akron "have hunkered down and are very discouraged." One still at Akron says she is "trying to keep out of the fray," and confirmed that the good old boy's network has been reestablished. "The administration would have you believe that all the problems have been solved, but I don't see that anything has been solved." ■

For more information on the conference, contact Kelley Hall, (330) 972-5802, or email kjhall@uakron.edu
Proposals are due May 30.

–DG

25 Years Later, Controversies Still Plague Title IX

"Title IX is an issue near and dear to my heart," began Gail M. Snowden, senior legal counsel at the University of Wisconsin since 1978, just six years after the passage of the landmark legislation.

Snowden keynoted the National Association of Student Personnel Administrators (NASPA)/American College Personnel Association (ACPA) conferences on student services in Chicago in March.

Snowden stood in for Beverly Ledbetter, general counsel for Brown University, which is now asking the Supreme Court to review a U.S. appeals court decision in a 1992 case requiring it to increase athletic opportunities for women on campus.

Actually, the University of Wisconsin has been involved in a Title IX process longer than Brown University, Snowden noted. In 1989, she returned from her honeymoon to find a six-page single-spaced request for information from the Office of Civil Rights on benefits for athletes on campus. The OCR investigation remains unresolved.

As both an expert on legal issues in women's athletics and the mother of two daughters, Snowden sees both sides of the Title IX controversy. Although her 20-year-old's athleticism is limited to jazz dancing, her five-year-old will start ice hockey this fall, and Snowden plans on her earning a scholarship to play ice hockey in college.

A history of Title IX and women's athletics

Snowden presented this capsule history of Title IX:

- Although Title IX requiring gender equity on campus was passed in 1972, the Department of Health, Education and Welfare didn't tell schools how to comply until 1979.

The women who walk on tend to walk off; the men who walk on tend to stay.

- In 1982, the NCAA first included women's sports.
- In its 1984 *Grove City* decision, the Supreme Court ruled Title IX applied only to programs receiving federal funds directly, exempting most campus athletic programs.
- In 1987, the Civil Rights Restoration Act made Title IX applicable to all programs in schools receiving any federal funding, including their athletic programs.
- In 1992, the first court decision interpreted Title IX as applying to intercollegiate athletics.
- In January 1996, the OCR issued specific guidelines on how to provide equity for women athletes.
- In October 1996, the Equity in Athletics Disclosure Act required schools to publish participation rates and revenue spent on athletics by team gender.

Equality in opportunities and treatment

The OCR requires scholarship opportunities in proportion to the number of athletes of each gender, an accommodation of the interests and abilities of each sex (the heart of the case at Brown University and most other schools), and equal opportunities in program components, not necessarily equal expenditures in funds.

Listing 11 program components indicating whether treatment of teams is equitable, Snowden said, "These are easy questions, because I think that people of goodwill and common sense and with a little communication can answer any of these questions without the need to go to court."

Gail Snowden

She lists easy-to-measure components as equitable treatment in: equipment and supplies, scheduling games and practice times, travel arrangements and per diem allowances, opportunities for academic tutoring, opportunities for coaching and getting benefits from coaching, locker rooms and competition and practice facilities, medical assistance and training facilities, housing and dining, publicity, support services and recruiting.

Recruitment can be tricky, Snowden said. Although 27% of the University of Wisconsin recruitment budget went for women who were 40% of the athletes, the OCR did not object to the disparity. "For some reason, it seems that men cost more to recruit than women," she said.

No societal consensus on opportunities by gender

Nationwide, there is a 50-50 split of men and women full-time undergraduates, Snowden said, but litigation seeking equity for athletes by gender began only in 1992, 20 years after the law was passed.

The unusual 20-year lag was due to a delay in women's expectations for gender equity in athletics, and colleges adding new women's sports, she said. Many schools had added athletic opportunities for women by 1984, when they were told that Title IX didn't apply to athletics.

By 1987, when schools learned that indeed Title IX did apply to athletics, a dramatic downturn in the financial health of athletic departments meant they were cutting rather than expanding programs.

A 1992 Supreme Court ruling allowing punitive and compensatory damages for gender bias in athletics opened the floodgates for litigation, she said.

Controversies over Title IX

The current OCR requirement lets schools decide which of three parts of a test it wants to comply with: proportion of gender of athletes equal to that of the student body, a continuing history of program expansion, or a full and effective accommodation of interests of the under-represented sex. "You'd think with these three alternatives it would be easy to comply with Title IX," Snowden said, "but it's not." She listed some problems:

- **How do you count athletes?** Whether the count is at the start, middle or end of the season affects the tally, Snowden said, because there are more women at the beginning of the season. "The women who walk on tend to walk off; the men who walk on tend to stay." Why that is the case is unknown.
- **What is an athletic opportunity, a person or a slot?** Squad sizes for women's teams are smaller than comparable ones for men, she said.

Although a school may want to fund a larger team, it

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can count only people who participate on a team, not the opportunities for people to play, which she calls the heart of the Brown case. In fact, Snowden would love to see a PhD dissertation on the subject of why squad sizes for women's teams are smaller than men's. She said:

Squad Sizes for NCAA Division 1 Teams (1995)

Sport	Women's teams	Men's teams
softball/baseball	17.9	34.2
golf	8.7	11.8
soccer	23.0	26.5
indoor track	27.0	36.0
outdoor track	28.0	35.0

(In response to the April *WIHE* website asking why the difference, Lenora Brogdon-Wyatt suggested: fewer scholarships for women, less funding for women's teams, less publicity for women's teams and more male decision-makers.)

- **Why count only recent additions of women's teams?** Is it fair to discount schools that immediately added a host of women's teams in the 1970s, and are now asked to add even more sports for women?

- **Why assume an equal interest in athletics among women and men?** At the University of Wisconsin, she said women make up just 27% of intramural teams and 30% of club teams. "We need to challenge the presumption that women are equally interested in sports," Snowden said, agreeing with the basic argument of Brown University in its case. "Nothing that I have seem has substantiated that assumption."

- **Why count only the undergraduate student body?** Snowden said most coaches recruit for their teams, rather than select members from an existing student body. Why not look at regional and conference comparisons, or the rate of participation in feeder schools?

Citing the Wisconsin women's softball team, which became a varsity team from a club team last year, Snowden said the new coach recruited players from out of state. In the first year, just five of its 30 players came from the old club team. One remains this year.

- **How close is close enough to the proportion of women in the student body?** Should 80% be close enough? How about 5% or five standard deviations? The OCR says it depends on the fluctuation of the percentage of women in the student body, which Snowden says does not work at a large school.

- **What is the history of expansion of women's sports at a school?** The OCR says expansion must be continuous and present, a direct response to women's expanding interests.

"This is a Field of Dreams question," Snowden said, because it describes whether a school is obligated to lead or follow a trend. For example, no Wisconsin high school plays lacrosse, but nationally it's an emerging sport. Do you start a team and hope they will come, or wait until high school women are beating down your door for a team?

"You can look at this from a legal position or an educational policy position. Higher education is often in the role of shaping our society," Snowden said.

- **How do you know when you have fully and effectively accommodated the interests of women?** Brown University claims that although it has 13.01% fewer women athletes than men, repeated surveys and interest declarations indicate Brown meets their interests equally to those of men. "The court refused to hear all of Brown's evidence on this point," Snowden said, "rejecting this availability pool argument."

12 Steps to Recovery from Gender Bias

W - **Win the commitment of administrators to comply with Title IX as the right thing to do, not just as required by law or to appease indignant women.**

O - **Obtain data from an internal self-study, the OCR, the NCAA, court cases and other conference schools.**

M - **Members** of your self-study group should be knowledgeable about both women's and men's athletic programs. "You need legal counsel and you need people like me who when I started knew absolutely nothing about athletics, because we ask the dumbest questions, and those dumb questions challenge the assumptions that people have already made," Snowden said.

E - **Evaluate** with equanimity, and don't equivocate. Stand back, be dispassionate and pretend you're the media.

N - **Numbers**. Count right, choose a good method and look at the reasons behind the numbers. Frequently there are non-gender based justifications. Find them.

S - **Speed**. It's been 25 years since the enactment of Title IX, and the courts are losing patience and sympathy for schools' arguments for dragging their feet.

S - **Special interests** are very difficult to control, especially booster clubs and private donors who give great amounts for men's sports. The law doesn't care where the money comes from, so don't let these groups run your program.

P - **Procedures** for resolving problems should be fair and equitable. Don't invite lawsuits by failure to address issues internally.

O - **Opportunities** exist to optimize your program and make sex equity a part of its day-to-day operation.

R - **Respect** should be your theme song. Look beyond the rules and set the tone that all athletes deserve the same respect and treatment.

T - **Team** play is needed between schools in a conference, so they can coordinate adding new sports.

S - **Signifying a dollar sign,** asking how to fund sports? Or **simple**, it not being a simple task, or a **struggle** to balance the numbers of athletes. For example, if a school has a football squad of 115, and women's teams average about 20 players, it takes six women's teams to balance the one male football team.

The availability pool argument is an important standard in business, she said, so why shouldn't it also apply to women in intercollegiate athletics? The First Circuit Court of Appeals called the argument invalid because it fails to take into account a cultural bias against women athletes.

What's a responsible school to do? Review its program, eliminate disparity and have plans for expansion in the future. Snowden advocates a 12-step program for recovery, a continuous plan. (See boxed article.)

What's the destiny of women's sports in higher education? Snowden believes each school is responsible for its own destiny. It should be part reactive to the interests of women, and part proactive in helping to change our society. ■

Gail Snowden, who appears at NCAA workshops on complying with Title IX, noted her remarks reflect her opinions, not those of her employer.

Reach her at gail.snowden@mail.admin.wisc.edu

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Sexuality is Today's Flashpoint for Academic Freedom

Women are united in favor of academic freedom, but not when it's an excuse to retain obsolete faculty or harass women and minorities. Then reasonable women differ, according to Ann H. Franke, AAUP senior legal counsel. Keynoting the National Association for Women in Education (NAWE) conference in San Francisco in February, Franke proposed ways to address women's concerns without sacrificing academic freedom.

Today's issues aren't Marxism and McCarthyism so much as vested economic and cultural interests, Franke said. Businesses feel threatened by research about industrial pollution, logging practices or the impact of tobacco advertising. A state-run law school clinic in New Jersey sues the state. It takes courage for administrators at cash-strapped schools to stand up to the legislatures or corporations that fund them.

Academic freedom faces assaults everywhere like that at Georgetown University, where curricular changes in the English department recently produced nationwide headlines. (See *WIHE*, April 1997). America needs safe places for researchers and teachers who question the status quo and administrators who stand by them, she said. Women and minorities, now underrepresented in positions of power, need them most of all.

Speech, sex and harassment

Today's flashpoint issue for academic freedom is sexuality, Franke said. The state attorney general tried to bar the University of Alabama at Tuscaloosa from hosting a national lesbian, gay and bisexual conference. A citizen's group filed suit to force Nassau County Community College (NY) to eliminate a course on sexuality. A professor at a religious college in New York lost her job after wearing a "Support Gay Rights" button on her briefcase. Some people tried to keep former surgeon general Joycelyn Elders from teaching in Arkansas because of her views on teenagers, sexuality and masturbation.

Divisions surface among women when speech enters the fuzzy territory between freedom and sexual harassment. After a University of New Hampshire professor compared a belly dancer's movements to jello on a plate with a vibrator beneath it in his English class and a San Bernardino Valley College (CA) professor asked his writing students to define pornography, both were disciplined for sexual harassment. Both sued for alleged violation of freedom of speech under the first amendment.

Colleges and universities need sexual harassment policies that look at how material about sex is used in the classroom, instead of unilaterally banning it altogether, Franke advised. Don't just photocopy EEOC guidelines, because business environments are different from academic institutions, whose role is to stimulate new ideas and challenge entrenched ideologies.

"To me a good sexual harassment policy is one that does not mechanically apply the concept of 'hostile environment' to the classroom," Franke said. The AAUP says sexual speech becomes harassment if it's "persistent, severe and not relevant to the subject matter." It's the difference between a math professor opening every class with a dumb blonde joke and a communications professor mentioning dumb blonde jokes during a discussion on humor.

Has tenure outlived its purpose?

Franke called the 1940 *Statement of Principles on Academic Freedom and Tenure* "the closest thing AAUP has to a sacred text." It details the procedure by which a school must prove good reason to dismiss a tenured faculty member. Good reasons for dismissal are incompetence, neglect of duty, elimination of the program or severe financial distress that threatens the future of the school. Bad reasons include race, gender, national origin, sexual orientation or controversial opinions.

Ann Franke

"At the AAUP we believe that today tenure is under a more vigorous and sustained attack than we have witnessed in many years," Franke said. Amid calls to treat education as a business, workers threatened by downsizing ask why professors should be immune. State legislators, trustees, regents and administrators want flexibility to improve productivity by eliminating deadwood.

Tenure may disappear not with a bang but a whimper, Franke predicted, as schools quietly replace tenure-track positions with adjuncts and part-timers. The number of tenured or tenure-track faculty grew from 354,000 in 1975 to 395, 000 in 1993, about 12%. But full-time non-tenure-track faculty exploded from 81,000 to 149,000, a full 84%.

Why are women divided over tenure? Some think it protects mediocrity. Franke said schools should stop using tenure as an excuse to avoid hard decisions, like redirecting priorities or firing incompetent professors. Eliminate programs if you must, but first consider the effect on women before you eliminate nursing ahead of pharmacy, or home economics ahead of agricultural economics. Grit your teeth and start disciplinary proceedings against a professor who doesn't measure up. Don't cop out by substituting faculty-wide post-tenure evaluations, a massive waste of resources. If state law mandates post-tenure evaluations, use them for faculty development.

Some women dislike tenure because of bias against women in both the criteria and their application in awarding it.

Although more women are now earning tenure, men still hold three out of four tenured positions, while women predominate among poorly-paid, insecure adjunct and part-time faculty. Tenure highlights faculty gender inequities, but eliminating tenure won't end them. Entrenched straight white males will still have the edge.

A better solution is to replace departing associate or full professors with entry-level tenure-track women and minorities, Franke said. In a few years the new assistant professors may join the ranks of the tenured, free to speak their minds and defend their untenured sisters. "The tenured faculty have a responsibility to protect the academic freedom of their untenured colleagues," Franke said. ■

–SC

Contact Ann Franke at the AAUP, 1012 Fourteenth Street NW, Suite 500, Washington DC 20005.

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Balancing Competition and Collaboration on Campus

by Judy A. Mantle, PhD
Chair, Department of Specialized Programs
School of Education and Human Resources, National University CA

Campus life is rife with ethical questions, including: Who owns curriculum design and development? How should we evaluate personnel? Select new faculty? Equalize teaching loads? Identify the real author? Recognize professional achievements?

As women on campus, we want to contribute to the solutions to these and other questions. Paradoxically, we must fit in the campus culture, yet compete for scarce resources and rewards: promotions, tenure and merit pay, advancement or transition to administrative careers. If collegiality on campus is the mantra, how do you know when to collaborate and when to compete, and what are the rules?

Over and over again, administrators and faculty must recall why collaboration is important in the first place, decide with whom to collaborate and exactly what to collaborate about, and where and when it will occur. Ditto for competition. The climate can be quite amiable or emotionally volatile, and it can shift.

New women faculty, especially, must adapt quickly to the requirements of this dynamic and complex culture, learning how to collaborate as well as how to compete in male-dominated academia. Good communication skills, flexibility and political savvy can help.

Women administrators often find all eyes are on their every act and decision, especially when in the minority. With more women on campus, the potential for significant change is real, threatening many men who are being asked to share the power they have so long hoarded.

Potential areas of vulnerability

Success on campus requires being adept at both collaboration and competition. Upsetting the delicate balance between the two can result in confusion and dissonance. Behaviors and skills required for teamwork clearly differ from those required for competition. Shifting back and forth between the two paradigms can be intellectually and emotionally taxing.

In her book *The Secret Between Us: Competition Among Women* (1991), Laura Tracy discusses how women perceive competition at work. She reports women feel competition means loss, and competition with other women feels like failure. Many perceive themselves as victims, based on their upbringing, having learned to face competition with each other with dread and anxiety. Some women actually can't even admit they compete against other women.

Ethics and moral responsibility

With more women entering the campus workforce as both administrators and faculty, we need a clear understanding of some key ethical factors that can influence women's effectiveness. Without it, women will have difficulty advancing as far and as fast as their male peers.

Understanding how to collaborate and how to compete according to formal and/or informal ethical guidelines is vital to success in the academy. This can be especially difficult when confusing organizational values and conflicting messages come from different directions.

Women seek to not only demonstrate the highest levels of personal and professional ethics, but also to model new ways of teaching, leading, managing and administering that are both effective and exemplary.

How do you do that? For each of us, personal morals and ethics are fundamental points of reference guiding our behavior. Maintaining a conscious centeredness in sound morals and ethics is vital if we are to demonstrate high levels of integrity in the many types of collaborative and competitive activities that are integral to success.

Empowerment and contribution

Academia clearly is a competitive arena, requiring a certain art to the style of competition. To succeed, we must empower ourselves with high self-esteem, eliminating thoughts of being a victim and fears of competition.

Being self-assured and adaptable, using good judgment and personal integrity, can go a long way toward our success. We can bring models of behavior that integrate nurturing, creativity and tenacity within the academy. Communications and human relations hold potential for our greatest success. Developing mentoring and support structures can help unite us for this paradigm shift.

Each of us is responsible for her own behavior in defining and acting in collaborative and competitive situations, and is accountable for her actions. Each of us must wrestle with her own conscience, applying her best decision-making skills and arriving at good solutions to problems, especially in conflict-ridden circumstances.

Nearly every initiative, whether collaborative, competitive or mixed, poses a potential challenge as well as an opportunity for growth and learning in everyone involved. By our actions, each of us can contribute to the evolution of an academy that ultimately reflects more sophistication and maturity.

It costs us nothing to engage in a personal assessment of our own behavior. It costs nothing for leadership to emerge and ignite the fire for productive discussions. But, the price of lacking a clear understanding of professional ethics and personal integrity may be high: great emotional stress, loss of advancement opportunities and other rewards, professional embarrassment and possibly even litigation.

In *All I Really Need to Know I Learned in Kindergarten*, (1988) Robert Fulghum provides simple rules:

- Share everything.
- Play fair.
- Don't hit people.
- Don't take things that aren't yours.
- Say you're sorry when you hurt somebody.
- When you go out into the world, watch out for traffic, hold hands and stick together. ■

Judy Mantle presented at the Women in Higher Education conference in Fort Worth in January, sponsored by University of Texas-El Paso. She can be reached at (619) 642-8347.

Wit Helps Women in Computers Combat Ignorance

by Ellen Spertus

As a minority in the upper levels of the computing profession, women are sometimes mistreated through ignorance or malice. Some have responded with wit and panache.

- When Janet Wixson, an executive director of academic computing, was first hired, her boss called a meeting to discuss problems at the computing center. All others attending were males at the dean level. The discussion was quite heated, with adamant remarks about the problems in computing on campus. As the meeting wore on, one of the attendees pounded on the table and invoked the names of the previous male directors of the center, ending with the comment, "No offense meant, Janet, but we need a man in this job."

Her response? "I'm willing to do almost anything to fix the problems in the computer center, but a sex change operation is out of the question." Her remark both broke the tension and succinctly made her point.

- The same Ms. Wixson received a mail advertisement for disk drives, accompanied by a box of Havana cigars. Clearly, the company assumed its mailing list of CIOs contained only men. Rather than just get angry, she wrote to the company's VP of marketing, advising him that a competitor was trying to undermine his organization by sending cigars to female decision makers in his company's name.

Two days later, she received a Federal Express delivery: a bottle of perfume with a letter of apology. (This was back when cigars and perfume were considered appropriate gifts.)

- When Professor Linda Ott began teaching at Michigan Tech 20 years ago in the same department as her husband, students frequently referred to her as "Mrs. Ott," despite her also having a PhD. One day with the department head sitting in on her class, she was called "Mrs. Ott" once too often.

She asked the offending student, "What do you call Karl?" He replied "Dr. Ott." She told him she'd appreciate his using the same title for her, since she had the same PhD degree. The unrepentant student retorted, "And what does Karl think of your feeling that way?"

Her reply was retold around the campus. "It doesn't matter what he thinks. It was a helluva lot harder to get a PhD than it was to get married." She was not addressed as "Mrs. Ott" for quite some time.

- When Marty Hiller was a MIT graduate student in computer science, a memorable industry recruiting poster appeared on campus. It showed two men in shirts and ties who had dropped a printout all over the floor as they ogled a woman in a miniskirt. The caption was, "We think about more than just work here at Rockwell International."

I'm willing to do almost anything to fix the problems in the computer center, but a sex change operation is out of the question.

Outraged women began tearing the posters off the walls, until in a stroke of brilliance, they decided to make photocopies and plaster them all over campus. The recruiters finally figured something was wrong and tried desperately to get rid of the posters. A number of women went to the company's campus recruiting talk to disrupt it but found they were the only ones attending!

Several spoof posters also appeared. One had two women in business garb poring over a printout, ignoring a scantily clad beach boy walking by. Its caption: "We think about more than just sex here.. "

- There's another class of stories in which the offending behavior is so ridiculous one doesn't know whether to laugh or cry. A woman interviewed professors in charge of first-year computer science courses, trying to assess the environment for women. One professor was certain there were no problems for women in his department, and his every response reinforced that conviction.

But the interviewer had trouble being polite while recording his replies, because every time she looked up at the professor, she found it impossible to ignore a huge computer printout of a naked woman covering the door immediately behind him. He was framed by this printout of a silent naked woman during the entire interview, while he was denying any sex bias in his department.

- A frequent indignity to which women in computing and other traditionally male fields are exposed is being addressed as "Mr." A few incidents are classics. A female computer scientist once received such a misaddressed letter. The body of the letter was: "I attended your presentation at the IEEE Conference on Computer Workstations. Please send me copies of your related technical reports." Either he didn't really attend her presentation, or he just didn't notice that she was not a "Mr."
- When I received an award from MIT's Department of Electrical Engineering and Computer Science for my writings on women and computer science, the congratulatory letter was addressed to "Mr. Ellen Spertus." And even during my current job search, I received a similarly-addressed envelope, and it contained an affirmative action form!

Women often receive letters that open with "Dear Sir." I urge all women to do what I do with them: I return it to the sender with a polite note saying that it must have been sent to me in error, since I am not a man, and I wish them luck in getting their message to the intended recipient.

- Perhaps the most outrageous story along these lines was reported to Systers, the mailing list of women in computer science. A graduate student applying for faculty positions reported her frustration with receiving a letter from one department misaddressed to her as a "Mr." What made this all-too-common offense unusual was the department head who signed the letter was also a woman!

Ellen Spertus is a PhD candidate in the Department of Electrical Engineering and Computer Science at MIT and a visiting scholar at the University of Washington. In January 1998 she will become an assistant professor at Mills College CA. Contact her by e-mail: ellens@ai.mit.edu or call (206) 685-4087.

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How to Survive and then Thrive in Campus Politics

Sherry Hoppe

Sherry Hoppe brought Roane State Community College TN a fast-paced institutional culture when she became president nine years ago. Although some schools have a slower, more deliberate culture, making broad sweeping turns like an ocean liner, "I drive a sports car," Hoppe said at the NILD Leader's Workshop at Nashville in March 1997. "I'll hook your ocean liner to my car and then we can move!"

Hoppe didn't always have the savvy to swing ocean liners. Like many women, she used to think of politics the way Victorians thought of sex: something dirty that might go away if you ignore it. Now she sees politics as the art of getting things done, by acquiring the information you need and the power to make things happen.

Understanding your institution's culture can help you make the right decisions about accepting or leaving a job; you won't be happy at a place whose style doesn't fit you. It can help you achieve your work objectives and spot potential roadblocks. You'll supervise employees more effectively, and you'll be happier and more productive on the job.

One reason women head fewer organizations than men is that many women shun politics in the workplace. Every institution has a culture and an informal structure not described in organizational charts or procedure manuals. "We just don't like to admit that we are all politicians, whatever our official job titles are," Hoppe said. Understanding your campus' political environment is the key to surviving and thriving.

Look around you. There's the ***storyteller*** who thrives on fanfare or hushed whispers, shaping other people's reality by putting her own dramatic spin on events. There's the ***priest,*** the designated worrier, who always has time to hear a confession, lend a shoulder to cry on or solve a moral dilemma.

The ***whisperer*** is the power behind the throne; her word in the boss's ear can make or break a career. Don't confuse her with ***gossips***, who chatter at lunch tables but have no special access to power. Finally, almost every good manager has loyal ***spies*** as a source of accurate, unbiased information about what's really going on around her.

Myths devalue the role of politics

Hoppe says we can't avoid politics. Our only choice is whether to make politics work for us, or to allow ourselves to be victims of politics. Hoppe listed common myths about why careers succeed or fail:

Myth 1: Hard work equals success. There's no universal standard of "hard work." Sweat and pulse don't tell much about a computer programmer's effort. The only measure that counts is your boss's judgment, which is based on your style as much as your results.

Myth 2: Incompetence is the main reason people get fired. Research shows that three out of four people who are fired or asked to resign lose their jobs because they can't get along with their boss, they aren't team players or

Strategies to Survive Sharks on Campus

Nobody wants to swim with sharks, but sometimes they're lurking where you want to swim. Be aware of the sharks and practice these six defensive strategies. They'll help you survive while you become an expert.

1. Assume unidentified fish are sharks. You can't always tell a shark by its looks. A fish that's otherwise docile may change character when there's blood in the water. Don't assume a fish is benign until you've repeatedly seen it stay calm in the presence of shed blood.

2. Do not bleed. Your blood will spur your attacker to new aggression and draw other sharks into the fray. Though you may think you can't help bleeding when injured, with practice you can sustain a serious wound without bleeding or visible loss of composure. There's an added advantage if your wounds don't bleed: the sharks get confused. They start to doubt their own strength or suspect you have supernatural power.

3. Counter any aggression promptly. Sharks rarely attack without warning. Be alert for the tentative, exploratory aggression that signals a coming attack. Strike back promptly and vigorously. A sharp blow to the nose shows the shark you know its intentions and are prepared to fight back. This usually prevents a full scale attack. Never try to be conciliatory if you value your limbs.

4. Get out if someone is bleeding. This sounds callous, but you can't rescue someone who has started to bleed in shark-infested waters. She may or may not survive, but you can't affect the outcome. Once sharks are stirred up by the presence of blood, all you can do is get out of the water and save yourself.

5. Use anticipatory retaliation. Sharks have poor memories. They may forget that you fight back and don't bleed. Remind them from time to time with an unexpected blow to the nose, showing that you are alert and unafraid. The frequency depends on the shark; the worse its memory, the more often it needs a reminder.

Be careful not to injure the shark and draw blood. The blood in the water will attract other sharks. Besides, a swimmer who draws blood can be hard to distinguish from a shark.

6. Disorganize an organized attack. Sharks are usually too self-centered to coordinate their efforts, but occasionally you may be the object of an organized shark attack. Introduce a diversion. Choose something trivial that sets the sharks fighting among themselves or something infuriating that makes them lash out in all directions. By the time they settle down or resolve their differences, their original plan will be long forgotten.

It is unethical ever to divert a shark attack to another swimmer. Your goal is not to become a shark yourself, but to survive as a swimmer with your ethics intact.

Harvey Mackay's *Swim with the Sharks Without Being Eaten Alive* was a 1988 national best-seller. For a different perspective, see *Swim with the Dolphins: How Women Can Succeed in Corporate America on their Own Terms* by Connie Glaser and Barbara Steinberg Smalley (1995).

they violate organizational values. Only 25% fail because of technical incompetence.

Myth 3: Performance appraisals measure achievement. Personality plays a large part in performance appraisals. When employees and managers clash in work styles or values, the evaluation will suffer, no matter what the employee has done on the job.

Myth 4: Campus politics is a game or war in which bad people do bad things to good people. Politics is simply a way to get things done. It can be used for good or evil. Hoppe has used her presidential power to strengthen her college by hiring intelligent, creative, innovative staff.

Myth 5: Unless politics comes naturally to you, you'll never learn. Everything is learned; some just learn better than others. You start learning campus politics as soon as you notice that lines of authority aren't absolute.

Tools for getting ahead

"Power is never spread evenly like peanut butter. It's more like lumpy oatmeal," Hoppe said. Whether you want to get ahead or just keep your present job, you need to know who has the power to help or hurt you. Use these tools to find out where power lies in your school's cultural network:

- **A temperature chart.** Put names in the boxes on a formal organizational chart. Study who reports to whom, who gets promoted and whose decisions matter most. Now draw dotted lines between pairs of allies. Watch especially for dotted lines that skip a level of management.
- **The grapevine.** Research shows that about 80% of the information in the grapevine at any time has some factual basis. You can't suppress the grapevine, so learn from it and feed it information to put your own spin on events. Pay special attention to secretaries and peers. "A good basic rule is never to offer a peer information that you would not want to see hand-lettered on your office wall," Hoppe said.
- **A work journal.** Keep a list of your specific career achievements, including quantifiable ones like cutting costs. You can draw on this record for performance appraisals and new resumes.
- **Personal distancing.** Disengage your ego to protect yourself from the pain and frustration that can accompany politics. Just as street muggers don't select their victims out of the phone book, "muggers" in the office attack more or less at random. You'll be most productive and professional if you don't take personal barbs personally.
- **Strategy planning.** A strategy is simply a plan to get from where you are to where you want to be. Start by cementing good working relationships with everybody at every level. You don't have to like people to cooperate with them. Cultivate those with influence, knowledge, contacts or insight, and become known as a team player by getting along well with your peers.
- **Anti-shark defenses** (see sidebar). Unfortunately, few top managers last long without skill at swimming with sharks. If you feel vulnerable, hide it. Never let anyone see you cry on the job. Like blood, tears attract the sharks.

You don't have to be a shark to swim with the sharks, or a Machiavellian to plan a strategy. Never do anything you consider ethically wrong. Just as your career won't prosper on character and competence alone, neither will you succeed through politics if you aren't also ethical and good at what you do.

–SC

Hoppe drew on *Corporate Cultures: the Rites and Rituals of Corporate Life* by Terrence E. Deal and Allan A. Kennedy (1982) and *Office Politics: Seizing Power, Wielding Clout* by Marilyn Moats Kennedy (1980). Contact Sherry Hoppe at Roane State Community College, 276 Patton Lane, Harriman TN 37748-5011.

Opportunities for You

Weekend HERS Institutes on Leadership

Women administrators and faculty can learn professional management skills at the 20th annual institute at Wellesley College held five weekends between October 1997 and April 1998.

The integrated series of seminars covers planning and fiscal management, managing in organizations and professional development. It costs $2,250 and applications are due September 12, 1997. For more information, contact Susan Knowles, Wellesley College, Wellesley MA 02181; (617) 283-2529.

'Righting the Standard' Conference in June

Margaret Wheatley, Matthew Fox and Constance Carroll are featured speakers at a conference in Phoenix June 26-29 in issues of gender equity, affirmative action, workplace diversity and educational access. Participants can choose presentations from three program tracks: professional, personal/spiritual and improving society.

Registration before May 31 is $295. For more information, call the National Institute for Leadership Development at (602) 285-7449.

Maya Angelou Videos on Diversity, Access

Acclaimed author and poet Maya Angelou narrates two videotapes on how educators can respond to the challenges of America's changing demographics.

"Making Diversity Work" provides practical examples from education and business on how to make changes to serve a diverse public: promote learning, serve students, improve morale and increase productivity. Exercises help plan an awareness program, deal with sensitive issues and evaluate an organizational culture.

"Opening Doors" helps educators work with talented but poorly prepared students, including a monograph on the key elements of a successful alternative access program.

Producing the two-hour videos is Prism Publishing, the publishing arm of Mount St. Mary's College in Los Angeles. For more information, call (310) 471-9529.

Athletes Make Videos on Responsible Sex

Students see wild parties, drinking, fights and passion... and the morning after on a video made by Athletes for Sexual Responsibility, a group of about 20 on the University of Maine's Orono campus.

Founded in 1990, the group has produced videos on rape awareness and making responsible sexual decisions. Making the videos has taught the producers as well as the audience about the issues.

For more information, contact the group's founder and director, Sandra Caron at (207) 581-3138.

Helping Assimilate Women into Entry-Level Positions

Reports document the impact of downsizing on mid- and even senior-level administrators, but what about junior colleagues? Especially important are those serving students directly in entry-level jobs in residence life, admissions and student activities?

Dale Robbins, an area director with the office of residence life at Boston University, addressed the issue at the National Association of Women in Education (NAWE) conference in San Francisco in February.

In supervising people in their early 20s, Robbins noticed "their allegiance to the students and the lack of understanding of our priorities." They approach their job as a mission, Robbins said. "Student value is a mantra to them." But thanks to downsizing, these young crusaders face great pressures to learn the job and excel quickly. "These are new pressures we've not seen before," Robbins said. The new employees "did not feel free to ask for help or to ask questions."

The challenge of student affairs

Robbins decided to study the adjustment and assimilation of a group of women into entry-level administrative positions for her dissertation at Boston College. Does a mismatch occur between the expectations a woman forms in graduate school and the realities of her first job? How does a disparity affect her commitment to the profession?

Once a school decides to fill a position, that position must be fully supported.

Earlier studies showed factors contributing to women's frustration and dissatisfaction with student affairs, and to their decisions to leave the profession: uncertainty about student affairs as a viable, long-term career, and women having more difficulty than men in forming supportive networks and relationships with mentors on campus.

Scholars suggest male candidates get preferential treatment in hiring, and women professionals have fewer chances to advance. Downsizing has also reduced the number of jobs for those eager to advance.

Robbins interviewed women at three points during their first year on the job: just prior to beginning work, at three months on the job, and at six months. The initial sample was 17; the final sample was 11.

Some questions were open-ended and designed to elicit information about the interviewees' job expectations, job realities, and career perceptions. A written questionnaire indicated their level of agreement with statements such as "My job title accurately reflects my actual responsibilities," and "I am able to put into practice the theory I learned in graduate school."

Why do they leave?

Five of the final sample of 11 women left their new positions. Robbins identified several differences between "leavers" and "stayers," who continued to work in their new, entry-level positions on campus. The leavers more often were concerned about getting along with colleagues, adjusting to culture and norms, and communication than did the stayers.

For instance, at the sixth month interview, none of the stayers reported a problem with communicating or establishing their credibility with other staff, but two of the five leavers reported problems in these areas.

Robbins found the women's expectations, learning styles, personalities, and ambitions all affected their adjustment in their new jobs. Dissatisfaction centered on:

- Their failure to bond with students, or to make a difference in students' lives;
- Their supervisors' failure to provide mentoring;
- A conflict between the values and skills they acquired in graduate school versus those preferred in the workplace;
- Their feelings of isolation, loneliness, and job-related stress;
- Uncertainty related to institutional restructuring.

Other frustrations included the intensity of competition for positions in New England and the limited number of entry-level positions available outside of residence life. Surprisingly, dissonance between expectations and on-the-job realities did not appear to be a significant factor in leaving the profession, Robbins reported.

Despite these difficulties, none of the 11 women "wavered in their commitment to higher education administration," she stated. Those who left positions intended to stay in the profession.

Research suggests reforms

She recommends grad schools require multiple internships and improve the screening and evaluation of internship supervisors. In curriculum, Robbins suggests preparing students for a climate of cutbacks and fiscal austerity, managing conflict, and balancing team-building with coping with isolation.

The first few days and weeks are critical to a new employee's commitment to the organization. "New entrants should only be brought into the organization when immediate supervisors are available to facilitate introductions, provide information, and answer questions," Robbins said. Supervisors should also help new employees prioritize tasks, provide consistent feedback, and allow opportunities for new hires to process their experiences.

"Offer apologies when needed, adhere to timelines and provide an explanation for any delays, and supply job descriptions," she said.

Robbins' research suggests downsizing shouldn't be an excuse for ignoring the needs of new hires. Once a school decides to fill a position, that position must be fully supported. The institution's mission depends on it. So do the students. ■

–DG

Call Dale Robbins at (617) 353-3932; email drob@bu.edu.

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Navigating the Stresses in Campus Administration

When statistics show the number of women administrators in higher education continues to grow, why not just celebrate? As with any data, the devil's in the details.

Judith Blucker, acting dean of the College of Health at Florida International University, noticed deviltry in the latest statistics on senior women administrators in Florida's state university system. Despite more of the 10 universities in Florida's system now having a high-level woman administrator, two of the 14 women in top administration will soon leave. Males will replace them.

"Florida has a way of chewing up women," Blucker told participants at the annual National Association of Women in Higher Education (NAWE) conference this spring. She speaks from personal experience, having been in the Florida system at the VP or provost level for 13 years.

"Never turn down an opportunity to be an interim administrator, but make sure you have what you need to succeed," advises the veteran of several interim posts, including 32 months as acting VP of student affairs. In fact, student affairs is an example of "Where are the women leaders?" About 55% of the 220,000 students in the 10 Florida universities are female, yet there are no women VPs of student affairs.

"At Florida universities, I've seen women come and go," she said. "I've wondered, can we help each other?"

1. First and foremost, remember you're an academic as well as an administrator. As a representative of the university, you must be able to teach, write and speak well, because you'll be visible on all fronts.

2. Get the very best secretary you can. She or he can literally make the difference between success and failure. Blucker points out that secretaries work "for" male administrators but they work "with" female administrators. Reward your secretary generously, recognizing that she's an integral part of your success.

3. Build a loyal, supportive team. Recognize that you inherit your staff, so treat them with respect and dignity. Know everyone's name, including the custodians. If you move on, don't just discard them, but create a chance for them at another job or another level. If you must terminate someone, do so with compassion.

4. Realize that knowledge is power, and you need as much of it as possible. Learn about finances and the budget, but don't stop there. Learn how to delegate, even if you can do it all. Have others help. Learn good time management skills, and not just for yourself: Know how to run an effective meeting, how paper flows through the system. To save time, write responses to others' memos right on the memo, keeping a copy.

5. Support others and yourself. Support your boss; support other administrators; and get support for yourself, personally and professionally, from the right places.

Don't criticize your boss in front of your colleagues. If you must criticize, do it with your family or someone in another state. "If you can't button your lip, leave," Blucker cautions. On the constructive side, you can let your boss know what you feel she did wrong, and she might just change her behavior. Remember, at top levels your career is tied to the president who hired you. The average tenure for a president is five years and for a provost it's four years.

Put an end to the "Queen Bee" syndrome by supporting other women administrators. "If we don't stick together, we'll surely lose out separately," notes Blucker. When she meets provosts from other schools, Blucker goes out of her way to tell them of a great woman administrator at their schools. Don't be one of the women who use the women's network until they get power, and then turn their backs on other women.

For your personal mental health, not to mention a reality check, develop your own support network with other women administrators. Don't vent your problems at work, because very few people can handle that level of trust.

Finally, develop a personal support network with family, friends or colleagues from another school. It will help you avoid the wolves on your path to success. Blucker particularly stresses "get your loving somewhere else," warning that an on-campus affair may be just a conquest for him, but one that could ruin your career.

Judith Blucker

6. Be a team player, but understand and communicate where the responsibility for the decision rests. "I make the decision because I'm held responsible. I'll get your input, but the final decision is mine." Study options with your staff and get input from others. Then make your decision and stick with it. Don't be afraid of tough decisions: You should be getting paid very well to make them. If you're not, ask for more!

Admit that you can't please all the people all the time, Blucker advises. It's more important to be respected than to be liked; you'll earn respect by being fair and equitable in your decisions.

As an administrator, treat your friends and enemies alike. After all, most your enemies are tenured anyway, so call them in and tell them you'd like to work together. And when you don't get what you want, don't sulk! Don't personalize a loss, and definitely don't hold a grudge. Generally, she notes, "Women tend to worry about the present, while men know there's going to be another day."

7. Create room for personal growth. Learn from your mistakes. Go out on a limb once, but not twice. Don't take someone else's advice if she's been wrong before. Control yourself in volatile situations. Never get in a shouting match, or let another "get your goat" in other ways. Agree to disagree, or resume a discussion after a cooling off period. And, practically speaking, learn when your hormones are raging and schedule around those times.

8. Never betray your values. If honesty and integrity are at stake, don't compromise. Your career — if not your job — depends on it. ■

-DJ

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Beyond Fragments: Adults, Motivation and Higher Education. A Biographical Analysis

by Linden West. Taylor and Francis, 1 Gunpowder Square, London EC4A 3DE; 237 pages (1996)

One benefit of the economic displacement affecting England in the 1980's was the creation of a program called ACCESS, which offered the British working class a new community-college type experience.

West follows several adults entering higher education through this transitional set of courses as they ready themselves for transfer to more traditional baccalaureate institutions. The program appealed to both the left and the right: its dual aim was to provide equity for women and members of groups previously under-represented in higher education and to provide advanced skills to members of the work force.

Too often, studies of returning students do not go beyond vocational aspirations. In focusing on the program in the context of students' past, present, and desired futures, West shows the fragmentation of experiences between private lives (as parent or partner) and public sphere (as a student in higher education) as well as between experiential ways of knowing (personal, subjective, emotional) and academic knowledge (objective and abstract).

These individual autobiographies are of value to all constituencies serving adult students.

He focuses on women using higher education to achieve the personal satisfaction they perceive that men find through their jobs, women who wish to provide stability to their families as their husbands encounter economic exigency, and men who are forced to abandon the secure environment of their traditional jobs. He avoids superficial generalizations to concentrate on particular lives and patterns of response.

Loss of comfort

Although class, gender and ethnic factors shape individual stories, all interviewees share a sense of marginalization, powerlessness and fragmentation throughout their lives. Now they risk losing a comparatively comfortable sense of self for unknown, scarcely imagined gains. Through reporting and interpreting individual interviews and diaries over a period of three years, West offers insights into the issues, losses and gains resulting from adult students' experiences. These individual autobiographies are of value to all constituencies serving adult students.

At first, students give conventional reasons for wanting a degree: to increase their options in the labor market, to escape unemployment, or to overcome the constraints of being a homemaker. Later, they reveal their motivation by discussing their other frustrations: the desire to change the direction of their lives, feelings of emptiness at home, dissatisfaction in personal relationships, a sense of their own inadequacies.

- For example, **Kathy's** desire to continue schooling at the traditional age had been shattered by her father abandoning his family. Consequently, she had to leave school, get a job and care for her invalid mother. Since her mother had low aspirations for women, including herself and her daughter, she saw this as no great sacrifice. Later, she provided little emotional support when Kathy, apparently successfully married, felt increasingly unhappy at being thrown together with her husband's business colleagues. She said her husband adopted "middle class airs" as he earned promotions. Seeking to overcome feelings of inferiority and establish a sense of control over her own life, Kathy returned to school and studied to become a solicitor, as she had always secretly wanted.

- **Brenda**, too, had suffered frustration as a teenager, wanting to be a teacher but forced into office work by her father. Now, at 50 and married to a senior executive, she wanted to take advantage of time made available by her grown children's increasing independence. By returning to school, she believed she could offer her husband the lively mind and interesting conversations he needed. At first she internalized his criticism of her as being pathetic and inadequate and displayed classic symptoms of self-hatred.

After three years of forming relationships outside the home and studying in the ACCESS program, however, she started to contemplate, albeit fearfully, more of an independent existence, speaking of her own creativity and capability. Further, her study of literature, including the Victorian novel, helped her understand that hers was no isolated experience but part of a gendered oppression.

- Not all West's research subjects profited from the experience. For example, **Pamela's** father had forced her to take a job as cashier after high school, rather than allowing her to pursue higher education. Anxious all her life for male approval and unable to conceive of an independent existence, she dreamed that each successive lover might prove to be her knight in shining armor. Despite recognizing that her work and current love were incomplete and unsatisfactory to fill the emptiness at the core of her being, she was unwilling to risk letting them go to pursue higher education. She dropped out of the ACCESS program, unable to overcome her fear that she might fail and be no better for her efforts.

- In contrast, **Katherine** entered the program shortly after her marriage fell apart, leaving her with three young children. She persevered despite initially failing her exams. As courses allowed her to generalize about society, she began to realize her problems did not stem from personal inadequacies but that her whole community was marred by economic deprivation. Living fully came to

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mean seeing things as they were, full of pain as well as possibility, and she was able to accept and cope with that reality. Forming supportive new relationships helped her transcend her moments of doubt and eventually led to her enrollment in a baccalaureate program.

Higher ed to preserve the family

In contrast with these women whose personal lives had been shattered, two others entered higher education to help preserve their family units after their husbands' businesses became financially fragile. The flexibility and adaptability required for coping with the downturn was easier for the female half of each couple because so much of her life story had involved improvising whenever hopes and plans met with frustration.

Despite the multiplicity of demands placed upon them, these women displayed astonishing resilience and strength in the face of such adversities as the suicide of a daughter, the death of a parent, or the psycho-social as well as economic burdens of unemployment. They could still complete and benefit from the program.

West also deals with some men who felt pressure to conform to societal expectations. Despite unemployment and dislocation arising from downsizing, access to higher education liberated them. Nevertheless, they often encountered hostility as others saw them as rejecting those in their familial, social and cultural network.

Higher ed requires abandoning a culture

For some, higher education meant actually abandoning the society and culture from which they had sprung. In one instance, the village culture, though stifling, proved too strong a bond and the student abandoned higher education. In another instance, however, desire for self-improvement through higher education enabled a student to become more aware that generational and racial tensions coincided with the particular tensions in his own life. The attempt at composing a new life through education and eventually a good career, helped by a new and successful personal relationship, enabled the student to stay the course.

Through their individual stories, a pattern emerges. Each student is pursuing higher education to escape from an untenable situation. Academically, enrollment in courses which are not strictly vocational allows them to look at the nature of society. The establishment of a network of support and the formation of new relationships proves crucial to the success of these adult students.

Through such groups they receive, often for the first time in their lives, recognition of both past and current efforts and accomplishments. At the same time, they must confront and resolve the tensions caused by making substantial changes in their lives.

West's work is a powerful reminder to those counseling adult students that their gains are always accompanied by serious losses: within their family, society, and culture. Only by dealing sensitively with these losses can students be assisted in continuing on their chosen path. ◆

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Where are the Women on Campus?

Those who rely on numbers say the truth about gender equity in administration surfaces in aggregate numbers, not in individual job titles. The 1996 College and University Personnel Association (CUPA) survey of 1,496 institutions covered 170 positions. The March 1997 issue of *WIHE* reported average salaries for women and men in 54 positions. To show where women are in campus administrative jobs, and how their average salaries compare to those of men, we sliced and diced the data in a new way.

How different are salaries?

To show the aggregate salary differentials for women and men, we averaged salaries for 170 positions for each sex. Then, we equated the average women's salary to $1 and figured the comparable pay for men. In no category did a female earn more than a man based on the averages. For every dollar a woman earned, a man earned between $1.01 and $1.39.

Gender Difference in Divisions, Salaries

	Doctoral		*Comprehensive*		*Baccalaureate*		*Two-Year*	
	women	**men**	**women**	**men**	**women**	**men**	**women**	**men**
Executive Offices	$1.00	$1.17	$1.00	$1.14	$1.00	$1.18	$1.00	$1.19
	23%	77%	30%	70%	32%	68%	26%	74%
Academic Affairs	$1.00	$1.07	$1.00	$1.17	$1.00	$1.10	$1.00	$1.08
	34%	66%	42%	58%	49%	51%	44%	56%
Admin Executives	$1.00	$1.02	$1.00	$1.14	$1.00	$1.01	$1.00	$1.39
	34%	66%	36%	64%	39%	61%	36%	64%
External Executives	$1.00	$1.17	$1.00	$1.11	$1.00	$1.11	$1.00	$1.08
	43%	57%	49%	51%	53%	47%	60%	40%
Student Affairs	$1.00	$1.20	$1.00	$1.06	$1.00	$1.06	$1.00	$1.17
	41%	49%	49%	51%	55%	45%	51%	49%

For example, in an academic affairs division in a baccalaureate institution, a woman earns an average of $1.00 compared to a man earning $1.10. While 10 cents extra doesn't appear to be much, multiply it out. If a woman makes $40,000, a man makes $44,000. The difference of $4,000 dollars is 11% of her salary. But the average differential is $1.00 to $1.13, which works out to $40,000 compared to $45,200.

Where are the women?

In student affairs and external affairs, the female to male ratio is about equal. However, these departments marked a salary increase for 1996 of only 0.3%, compared to an increase of 1% in the executive offices. Women hold fewer than one third of the executive office positions.

Is there a best place for women?

Looking only at percentages of women and men in positions by school, the best type of institution to work in appears to be a baccalaureate. And external executives have the most gender equity.

In terms of salary, results for schools and divisions are inconsistent. For example, in administrative affairs, women at doctoral institutions earn just two cents less than men, compared with the position in a two-year institution where the difference is 39 cents.

If we weigh the alternatives of salary and percentage of women in the various jobs, being at a baccalaureate school in administrative affairs seems best. A close second is the same position at a doctoral institution. ◆

–KO

THE LAST LAUGH

For Crying Out Loud, Support Student Services

As schools endure budget cuts and tighten their belts, they show a disturbing trend toward increased support for academics at the expense of student services.

Administrators assume students are on campus to learn facts, and their personal concerns are secondary.

Wrong. Very, very wrong. Sometimes dead wrong.

They've forgotten that their job is to serve the students, often brilliant but immature. Unless students have their personal needs met, their potential to save the world by their future success as scholars, politicians, writers, teachers, business people, inventors, health care professionals and parents will go unfulfilled.

"We must be very concerned with students' feelings, attitudes and motivations if we're going to unlock their academic potential," advises Lee Noel, senior executive with the USAGroup Noel-Levitz Centers, a leading recruitment and retention consulting firm. "Even high-ability students are dropout prone if we don't deal with their anxieties in making the transition from a dependent to an independent learning environment," he told *WIHE*.

Demographics tell the story

Today's students are in greater need of social support than ever before. Divorce, drug usage, gang warfare, imprisonment, violent crimes, sexual assaults and other indications of a troubled society are at all-time highs.

Students who survive these challenges and manage to go off to college are faced with their own brand of hell. Not only must they use their right brain to adapt to a new environment hundreds or even thousands of miles away, they must use their left brain to succeed at academics.

For support, they share an academic advisor with hundreds of others. For nurturing, it's up to those in student services to help them survive the personal challenges so that they can thrive in the academic garden. Lately the academics have gained the upper hand, and it's time for the pendulum to swing back.

An example of misguided minds

Parents of students at a very competitive women's college recently got a letter from the president, announcing a 4.7% rise in the already astronomical fees for next year. Increased support was planned for academic programs and initiatives, faculty development, technological improvements and classroom innovations. Doubtless these needs seem very real, but the need for improved student services is far greater. Consider these facts:

- At this same college of 2,500 students, three tried to commit suicide in the week before Thanksgiving, and another in March. Last week a student freaked out while doing a paper; her parents took her away.
- There isn't even a student center on campus.
- The RAs are seniors living in the halls, who are paid a pittance to fulfill a crying need for student counseling, while attending to their own education.
- The school's transfer rate has risen to 13% as reported in the 1996 Baron's Profile of American Colleges.
- Half the students flee the campus on weekends, while the rest feel trapped there or compelled to study non-stop.
- As a student wrote home, "Yes, I'm here for the academics, but if I'm not happy here, what does that matter? I hate it and I don't fit in..."

What can schools do?

- An axiom of the Noel-Levitz retention model is that students will stay where they feel comfortable, and leave where they do not, especially true for first-year students. Why do schools forget that truth?
- "The most powerful trend in retention is offering student success courses, like University 101, an orientation that teaches students how to succeed at that school," Noel explained. "But they also need support later in the term, when they encounter problems and anxieties." They may need help in negotiating the library for a paper, or somebody to ask, "Is it the course or is it me that's weird?"
- Quit resting on your laurels and ask what you've done lately to make a student's life easier. This college's museum has an outstanding collection by Picasso, Gaugin, Rodin, Monet, Matisse, Miro, Chagall and others. Selling just one piece to build a student center would signal a new priority.
- Blindly following the male model of encouraging a pressure-cooker academic environment is cruel, especially for a woman's college. Driving half its students crazy or into the arms of a more user-friendly college will affect the bottom line. Its failures will graduate and eventually contribute elsewhere as alumni and parents.

I hope student services professionals like those I met at the NASPA/ACPA convention in March continue to press the need to support the development of the whole student, not just the academic mind. Otherwise those who call higher education an archaic, irrelevant and expensive tradition may well have the last laugh.

Mary Dee

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Communication Reduces Date Rape, UM-D Athletes Learn

"I want to have sexual intercourse with you," 190 athletes practiced saying aloud. Next they said, "I do not want to have sexual intercourse with you."

Clearly the words were alien to virtually every set of lips in the room. Earlier, embarrassed participants reluctantly explained how they communicate a desire for sexual intercourse: "Take off your clothes," "heavy petting" or saying "Let's have sex."

"We want to foster a dialog about sexuality," said program facilitator Jeffrey Cookson. "If you can't have open, sincere and honest discussion about sexual acts, it's often an indication that the relationship isn't ready to engage in the acts."

Athletes against sexual violence

When most college students were busy studying for finals or just hanging out on a balmy Tuesday evening in May, athletes at the University of Minnesota-Duluth were attending a mandatory three and a half hour program against sexual violence. Wearing baseball caps with carefully rolled bills, most filed into the student center's third-floor ballroom not knowing what to expect.

"This is the most unique experience you'll ever have," Jamie C. Tiedemann said in welcoming the group. "There is no other program in the nation that does this type of prevention work." Far from a "blame-and-shame" session, she said it targets athletes as campus role models with the potential to advocate sexual responsibility.

Tiedemann directs the Program Against Sexual Violence (PASV) at the University of Minnesota main Twin Cities campus. She brought the program to the Duluth campus, her alma mater, at the request of her mentor Virginia Katz, professor of communications and former head of the UMD commission on women.

Program responds to alleged campus rape

In March 1995, a sexual incident shocked this small campus of 7,500 students on Lake Superior. A first-year student allegedly passed out at a party, awaking to find two men in her room who sexually assaulted her. The victim's roommates, female softball players, returned to find her nude and hysterical.

The alleged rapists were two hockey players, who claimed the sex was consensual. (One was tried for rape a year later and acquitted, and transferred to another school; the other, who is still on the hockey team, failed to attend the May program.)

The 1995 incident so traumatized the campus, and especially the athletic department, that leaders suggested counseling on sexual violence. Six weeks after the incident UMD had its first program.

Because data shows alcohol is a factor in 90% of sexual attacks on college women, the program also fulfills an NCAA requirement for drug/alcohol programming.

Athletes may have been targeted for another reason, according to Jeffrey R. Benedict, author *of Public Heroes, Private Felons*, on athletes and crimes against women. He says although male athletes make up just 3% of all male students, they were accused of 19% of all sexual assaults and 35% of domestic violence cases reported by female students.

Although the Twin Cities campus program is voluntary, Duluth coaches required attendance unless athletes had a conflicting class or a job. They signed in, and a hockey coach personally checked in his players.

Drama demonstrates how date rape happens

In about 80% of college rapes, the victim knew the attacker, and more than half were considered date rapes, says the National Coalition Against Sexual Assault. Early in the program, an interactive drama called "The Date" showed a date becoming a sexually violent incident mostly through poor communication.

Stopping in at the male student's apartment after dinner and many drinks, "the couple" found themselves alone. He continued an earlier quizzing on movie trivia, especially R-rated films, making sexual innuendoes. She ignored the sexual comments. Saying he didn't want to

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"cross the line," he often invaded her space. Although she clearly didn't want it, the evening ended in sexual intercourse. Several days later, she filed sexual assault charges.

After the drama, athletes suggested strategies to make the date end differently: drink less alcohol, her clearly telling him she didn't want sexual intercourse, him listening to her body language and/or her words, her calling to say where she was and when she'd be home, her insisting on leaving after learning they were alone.

"The Date" is an interactive drama PASV has presented on dozens of campuses in the Minnesota area. It includes the actors, printed handouts, small group facilitators and Cookson as coordinator and discussion leader.

He called the Duluth audience his least responsive. "Athletic groups foster a team atmosphere that can get in the way of open dialog," he said. Other inhibitors he named were the program being a result of the sexual incident, mandatory attendance and embarrassed young athletes not wanting to look naive about sex among teammates.

Poem describes violence against females

The Duluth program also had group discussions at about 30 small tables, led by designated facilitators. Tiedemann brought about 15 trained student-age facilitators, and Katz provided senior communication majors experienced at leading small groups. All had attended a two-hour training session just before the program.

At small same-sex tables, athletes took turns reading sections of a graphic poem on sexual violence and discussed their reactions. The poem "With no immediate cause" repeated statistics that every three minutes a woman is beaten, every five minutes a woman is raped and every ten minutes a little girl is molested.

The poem says: "There is some concern that alleged battered women might start to murder their husbands and lovers with no immediate cause" except the abuse.

Although males protested the poem stereotyped them as rapists, Cookson noted 90% of sexual abusers are men, but most men are not abusers. One table of women athletes complained of hearing snickers from a nearby table of male athletes reading the poem. Denying it at first, the males then said the graphic language shocked and embarrassed them, especially those from small towns.

Stereotypes put people in boxes

A handout on gender stereotypes stimulated discussion later at mixed-gender tables. A box titled "Act like a Man" described how men are socialized to be aggressive, unemotional, angry, dominant over women and strong. Behavior "outside the box" is punished by being called feminine or gay.

The "Act Like a Lady" box enforces women's roles of being submissive, polite, dependent, pretty and available to men. Again, behavior "outside the box" is called deviant, and punished by calling women lesbo, feminist and ball-breaker. Some men use violence to force women into the "Act Like a Lady" box.

Legal definitions of sexual assault

A national survey of students on 32 college campuses showed that of sexual experiences meeting the legal definition of rape, only 27% of women and 16% of men considered the incidents to be rapes.

Most Duluth participants were amazed to learn legal consent for sexual intercourse cannot be given if a person is mentally incapacitated or physically impaired due to drug or alcohol consumption, or is asleep, unconscious or under the age of consent. Coercing a person by "manipulation, trickery, pressure, emotional blackmail or constant badgering" means subsequent sexual intercourse can be considered rape, they learned.

As student leaders and role models, athletes have the opportunity to speak out against sexual abuse and intimidation by others, Cookson told them. Laughing or congratulating a braggart for "scoring" on an unwilling sexual partner implies you condone their behavior.

Is the program effective?

Katz has two recommendations to improve the program's effectiveness. First, hold it in the fall instead of spring, like on most campuses where it's part of fall orientation. Second, divide the group into first/second year students and older students, so content can reflect their sexual experience.

Evaluation forms indicated the program helped athletes understand and deal with the issue in their lives. They rated it 4.2 on a scale of 1 to 5, with high marks for the opportunity for participation and discussion.

But immediate reactions to a program ignore its long-term effects: "If you expect to see the results of your work, you haven't asked a big enough question."

Who knows how many of these 190 athletes will find the courage to clearly communicate their sexual desires to a date or an acquaintance? Or how their knowledge and assertiveness as role models will affect others on campus? And how many sexual assaults on campus the program will prevent? ■

Contacts: Program materials and information on "The Date" from Jamie C. Tiedemann, Program Against Sexual Assault, Student Development & Athletics, University of Minnesota (612) 625-6512. Campus arrangements by Virginia Katz, University of Minnesota-Duluth (218) 726-8577. Statistics from the National Coalition Against Sexual Violence (717) 728-9764.

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Last Call on Brown U vs. Title IX Lawsuit

Depending on whom you talk to, the U.S. Supreme Court's media-provoking refusal on April 21 to review the lower appeal court's decision on the gender equity in campus athletics case at Brown University means:

- **Nothing**.
- **An affirmation** by the highest court in the land of the legality of requiring gender equity in campus athletics, as defined by the U.S. Department of Education's Office for Civil Rights' three-part test for compliance with Title IX.
- **A recognition** that when five federal appeals courts agree on support of the three tests, there's no reason for the Court to act.
- **The issue is not important enough.** The Court gets about 7,000 appeals each year and accepts about 125, notes Shirley Abrahamson, chief justice of the Wisconsin Supreme Court.
- **The issue is "not ripe for ajudication,"** meaning the case isn't the right one to test the underlying issue.

Brown University claimed women are inherently less interested in sports than men are, so to grant them an equal proportion of athletic opportunities actually skews the playing field toward women. Of course, various stakeholders put their own spin on the Court's refusal.

Advocates of gender equity in college athletics say it upholds the OCR's three-part test for gender equity on campus under Title IX of the Education Amendments of 1972. Case closed.

- "This is a huge victory for everyone who believes in equality across the country," according to Arthur Bryant of Trial Lawyers for Public Justice, one of the lawyers representing the Brown athletes. "This is the 25th anniversary of Title IX, and this decision signals it's time for the celebration to start."
- "Those who wondered if the three-part test on compliance with Title IX was the law may now be inspired to come into compliance with it," predicted Janet Justus, gender equity specialist for the NCAA. "They've spent a couple of years waiting for the outcome of the Brown case appeals, but now it's time to move on and make bonafied efforts to come into compliance."

Justus is glad the Court didn't buy Brown's argument. "I believe opportunity precedes participation. When women have opportunities and fair treatment and scholarship money, you do have participation," she said.

- "The Supreme Court has refused it because everything's been said," MaryAnn Connell, general counsel for the University of Mississippi told those attending an NCAA Title IX seminar in Atlanta. "Let's not fight this battle any longer. That's the message you need to take back to your campuses."
- "Title IX is not having to choose between football and your daughter," Donna Lopiano, executive director of the Women's Sports Foundation, told *WIHE*. "It's all about treating your daughter as well as your son."

Advocates of continuing a disproportionate advantage to males in campus sports see it as a non-message, a refusal to make a decision, enabling them to continue the status quo. Case continued.

They were buoyed by 40 schools, eight associations of coaches of male sports and five higher education associations (excluding the NCAA) supporting Brown's appeal as friends of the court. They now claim they simply wanted a final explanatory ruling, not permission to ignore Title IX.

- The court's refusal to hear the case "simply postpones rather than clarifies these issues," said Vartan Gregorian, current Brown president.
- "All they did was say they didn't want to hear this particular case," said Grant Teaff, head of the American Football Coaches Association. "It doesn't mean this is the new law of the land," he said, referring to Title IX passed in 1972.
- "Survey the history of American civil rights law and it's hard for me to think of a bigger mistake by the judiciary since *Plessey v. Ferguson*" gave the Court's blessing to "separate but equal facilities in 1896, said Martin Michaelson, who filed a friend of the court brief supporting Brown.

Having been-rebuffed despite 49 Republicans in Congress signing on in support of Brown, some diehards now are planning to take their case to Congress.

From the *Boston Globe* on April 22, *The Chronicle of Higher Education* on May 2, and *The NCAA News* on April 28 and May 5, 1997.

Research U's Affirm Diversity in *NYT* Ad

With diversity on the block these days, the prestigious group of 62 research universities in the Association of American Universities took an ad in the April 24 *New York Times* to publicize support for continuing the use of diversity factors in admissions decisions.

"A very substantial portion of our curriculum is enhanced by the discourse made possible by the heterogeneous backgrounds of our students," it said.

"As presidents and chancellors of universities that have historically produced many of America's leaders in business, government, the professions and the arts, we are conscious of our obligation to educate exceptional people who will serve all of the nation's different communities."

Included on the list supporting the statement on diversity were six University of California member campuses, whose Board of Regents voted in 1995 to end diversity in admissions, hiring and contracting.

Their support outraged Ward Connerly, the California regent who pushed to end diversity. He called it a "direct contradiction of the will of the people of California and the regents of California."

Two More Schools Tap First Female Prez

- Nora Kizen Bell will become president of Wesleyan College GA, moving from dean of A & S at the University of North Texas. The school that in 1840 awarded its first baccalaureate degree to a woman finally named its first woman president in 161 years. The four-year liberal arts college for women calls itself the first in the world chartered to grant women degrees.

- Peggy Ryan Williams has been lured from the green hills of Vermont after all. She will become the first women president of Ithaca College NY in its 105 years, after being president of Lyndon State College VT and an administrator in several Vermont colleges and universities.

From a press release and the *New York Times* on April 11, 1997.

Banner of Bras Flags Down Breast Cancer

Bored with the same old tactics of handing out the same old brochures to raise awareness of breast cancer, students at Beloit College WI created a banner of bras across a busy bridge.

Flying in the stiff breeze over the Rock River, the 450-foot display of bras strung on a yellow nylon rope stopped traffic for about an hour. Students donated them, from black lacy ones to flowered to colors to plain white, during a two-week drive.

Junior Jessica Fox, whose grandmother had breast cancer, handed out pamphlets including one on self-exams. The new banner of bras tactic enabled students to hand out a lot of information, according to *The Wisconsin State Journal* on April 18 and *The Chronicle of Higher Education* on May 9, 1997.

Keeping Athletes Eligible? Schools Differ

Some schools bend or break rules to keep their star athletes academically eligible, while others play fair.

- At Auburn University GA, star running back Robert Baker was one point shy of getting a passing grade of 60 in Family and Child Development 301, which he needed to pass to stay in school.

He asked his professor, graduate student Melinda Colwell, if he could do extra credit or retake the exam. No dice, she said, and her department chair backed her up, as did the associate VP for academic affairs John Pritchard. "... if she let me do it, she'd have to give every other person in her class the chance to change their grade," Baker reported Colwell told him. "I feel she's right."

- In contrast, Peggy R. Wroten, who has taught psychology at Northeast Mississippi Community College for 21 years, lost her job for refusing to change a failing grade she gave basketball star Dontae Jones two years ago.

Two deans did change the grade to passing and Jones played for Mississippi State University, leading the team to an NCAA Final Four appearance last year and becoming a New York Knicks first-round draft choice.

Wroten didn't fare as well. After 21 years of teaching summer and night classes at the school, she was not scheduled to teach any classes this summer. She filed a lawsuit in April, charging she was pressured to change the grade, and the next day was notified she would not be recommended for teaching in the fall.

"It looks like a pretty clear case of retaliation," said her attorney Jim Waide.

Wroten appealed the grade change and eventually won its reversal, but the publicity was embarrassing and she was threatened with firing if she did not "show support" for the college.

Meanwhile the NCAA is now investigating how Jones managed to get 23 credits from Northeast Mississippi and 13 correspondence credits from the University of Southern Mississippi in just the summer of 1995 to be eligible for an athletic scholarship. A full-time undergrad usually takes two full semesters to earn the 36 credits.

Wroten's lawsuit names the two deans who raised Jones's grade and President Joe Childers, according to the *Atlanta Journal-Constitution* on April 23, 1997.

Mom Wins Custody to Return to Harvard

Deciding that a single mom's getting a Harvard degree is in the best interest of her child, a California family law commissioner ruled Gina Ocon is free to move back to Cambridge with her daughter to resume her studies and Harvard scholarship.

The father of Ocon's 10-month-old daughter had filed for custody of the child and tried to force Ocon to stay in California, saying she was incapable of attending Harvard and caring for their daughter. "Watch me," she said.

Ocon attended Harvard three years ago on a $29,000 scholarship package, having rejected offers from Yale, Princeton and the Air Force Academy. Eager to win her back, Harvard offered medical insurance on the child as well.

The case is similar to one in which a judge denied a University of Michigan student custody because her daughter would have to be in day care. The state Supreme Court overruled that decision.

Ocon is glad to get off welfare and start anew, according to the *Los Angeles Times* on April 27 and May 7, 1997.

NCAA Reports Increase in Women Athletes, but Rate is Too Slow

From 1992 to 1997 the percentage of campus athletes who are women increased by 6%, but women still comprise just 34% of all athletes. At that rate, the sexes will reach equity in 10–12 years, not fast enough for NCAA Executive Director Cedric Dempsey.

"This is a much slower rate than what we thought was happening," he said. In Division I, the average number of female athletes has increased by 16% while that of males has decreased by 10% since the last NCAA survey in 1992.

Escalating costs in men's athletics eroded any gains women might have made in the allocation of resources. While average budgets for women's athletics increased by 89% to $440,230 from 1992 to 1996, those for men's increased by 139% to almost $1.2 million, according to *The NCAA News* on May 5, 1997.

UM-Duluth Athletes Sue for Division I

Three years is just too long to wait for gender equity on campus, so three female athletes filed a class action lawsuit asking the University of Minnesota-Duluth to make both the women's soccer and hockey NCAA Division I teams.

In February a soccer player sued the school for lack of soccer scholarships, citing the school's spending 78% of its budget and 82% of scholarship aid on men.

The new class action suit has the advantage of seeking injunctive relief, according to co-counsel Diane Henson. "For instance, we might enjoin the entire men's program up here," she said, which almost happened at Colorado State and would bring all men's intercollegiate athletics on campus to a halt. Henson sued the University of Texas in 1992, settling the next year when the school agreed to add women's softball, soccer and crew.

UMD recently got the U.S. Office for Civil Rights to agree to its three-year plan for reaching gender equity, but Henson said she wants to "see some action now, today, not in the year 2000" in UMD complying with Title IX.

Men's hockey at UMD is in Division I, but women's soccer is Division II. Hockey is still a club team, which the administration said it won't even consider making a varsity sport. "I don't think that's appropriate," she said. "Why should our daughters have less access to scholarship dollars than the men?" according to the *Duluth News Tribune* on May 1, 1997.

Help may be at hand, as Duluth's new athletic director who starts July 1, Bob Corran, is a former hockey coach. He may be influenced by Steve Nelson, athletic director at the University of Wisconsin-Superior, right across the river from Duluth. Nelson announced plans last month to add varsity women's hockey for fall 1998.

Fired Track & CC Coach Sues Ohio State For $13 Million in Another Sex Bias Suit

Maybe it was the NOW billboard asking which Ohio State University department spends $33 million a year and discriminates against women. (Answer: Athletics) Or the former field hockey coach suing for $6 million. Something inspired Mamie Rallins, the former woman's track and cross country coach, to sue for $13 million for sexual discrimination three years after she was fired. She filed in U.S. District Court in April, according to the *Wisconsin State Journal* on May 15, 1997.

Campus Beauty Queen Resigns to Protest Excluding Moms from Pageant Entry

Today's beauty queens have brains and social consciousness as well, if Kimberly Jones is any example. The 21-year-old mathematics major resigned as Miss Elizabeth City State University NC for 1996-1997 to protest excluding women with children as contestants.

She called it "offensive that any pageant or place of higher learning would condone a criterion that determines a female's inability to be a 'positive' representative because she has a child."

Jones, who has no children, told the Associated Press: "These people pay their tuition. They keep up their academics and take care of their kids. Why can't they run?"

University officials said the no-child policy was a tradition, not a rule *per se*, according to *The Chronicle of Higher Education* on April 25, 1997.

Surprise! Coaches of Men's Teams Earn More

Schools pay head coaches of men's teams an average of 44% more than those of women's teams, according to data from the NCAA and an analysis of 303 Division I teams by *The Chronicle of Higher Education*.

Differences ranged from a high of 246% more for men's coaches at the University of Dayton to a handful of schools where women's coaches actually earned more. Does that mean women's teams get worse coaching? Not necessarily, according to who's talking.

Some say it's economics, with the market setting coaches' salaries. Not so says Andrew Zimbalist, professor of economics at Smith College, because coaches are not judged solely by whether they turn a profit.

"Instead, cultural or social norms play a large role in determining renumeration. In this case, there is, in effect, a closed circle of male athletic directors and male basketball coaches who serve artificially to inflate and to validate each other's worth," he said, resulting in "salary discrimination in favor of male coaches."

Jim Haney, executive director of the National Association of Basketball Coaches, says coaches of male teams are paid more because they have more responsibility, such as filling the arena and keeping the press and alums happy.

Gender equity in salaries in non-income sports is closer. NCAA data shows coaches of women's Division I teams earned more than those of men's teams in fencing, golf, gymnastics, skiing and volleyball, and were close to equal in track and field, tennis and swimming. In Division II, salaries for coaches of women's teams were nearly equal to those of men's teams in rowing, lacrosse and squash.

Unfortunately, higher salaries for coaches of women's teams are attracting more male coaches into the competition for jobs. In 1972, before Title IX, more than 90% of all women's teams had women coaches, but now women coach fewer than half the women's teams

It would be a moot point if more than 2% of the coaches of men's teams were women, suggests Donna Lopiano, executive director of the Women's Sports Foundation. Or if women's teams paid top dollars to attract big-name coaches of men's teams, according to *The Chronicle of Higher Education* on May 16, 1997.

Models Strike for More Pay... and Heat

Imagine you're a model posing nude in figure drawing classes in an art college in Scotland, which doesn't have a reputation for sunshine and warmth. Once again, models at two colleges have gone on strike, with similar demands: more pay, and a minimum studio temperature of 70 degrees F, according to the *Chattanooga Free Press* of April 5, 1997.

Buying Teenage Boy for Sex is a No-No

University officials often have trouble deciding whether sexuality is protected by the first amendment and academic freedom. But Florida Atlantic University wasted no time last month in suspending a professor after federal agents accused him of buying a teenage boy and smuggling him into the country for sex.

Marvin Hersch, a professor of decision-information systems at the FIU business school, was arrested and held without bond. The university put him on paid leave until his contract expired in May.

Although Hersch had admitted to being a pedophile in 1985 divorce proceedings, according to the *Miami Herald*, he passed the school's cursory check of past employers. "We do try to determine if they are persons of good moral character in the opinion of their colleagues," said Lynn Laurenti, FIU spokesperson, describing the department's "universal astonishment" at the charges, according to *The Chronicle of Higher Education* on April 25, 1997.

Cultivating Tomorrow's Crop of Women Student Leaders

More than half of all students are women, but men hold most student leadership offices. Women lead as effectively as men but differently, research shows.

Mary Howard-Hamilton and Angela Ferguson, University of Florida, surveyed 214 students at the Women's Leadership Conference in January 1996. They reported at the NASPA/ACPA conference in Chicago in March 1997.

Leadership gender stereotypes

The researchers were surprised at how closely the sample fit gender stereotypes. "Feminine" traits such as warmth, compassion, and understanding won over "masculine" ones like assertiveness and risk-taking as measured by the Bem Sex Role Inventory. "Encouraging the heart" and "enabling others to act" got the highest scores among the five aspects of leadership in the Leadership Practices Inventory (LPI); scores fell in the middle for "modeling the way" and lagged for "inspiring shared vision" and "challenging the process." In short, women student leaders would rather support than challenge others.

"We expected more androgynous leaders. I tell women they need a healthy blend, to take risks and do cross-sex things like changing a tire and getting their hands greasy," she said. Strong leaders need the full range of leadership skills, she said, and women need encouragement to try new approaches and sell a common vision.

Mary Howard-Hamilton

Images based on male leadership models give unclear messages to women with warmer, more supportive styles. "We need to value what we're bringing to the table. We need to decide what we want and not worry about whether it's 'feminine' or 'masculine'," Ferguson said.

Multiple mentors have merit

A second surprise was the influence of mentors. Those with at least three mentors scored significantly higher on all five LPI scales than those with one or two. "I always thought one-on-one mentoring was most important. But the more, the merrier!" Howard-Hamilton said.

Leadership involves more than nuts and bolts. "You need to integrate the person you are with the leadership style. With one mentor, you might try to imitate her style. With several, you can integrate styles that coincide with who you are," Ferguson said.

Women of color scored lower than white women on all five scales. The small sample was skewed toward those at predominantly white schools, where it's harder to find mentoring, models and support. There they have fewer opportunities to lead, and may play down their leadership potential to try to fit into the white culture.

Women who had been leaders in high school outscored their peers on all five scales, as did those planning to attend graduate school. Overall, women students need training in the more "masculine" aspects of leadership and the opportunity for multiple mentors. Women of color need special support, and leadership development needs to begin in high school or before.

How to cultivate women student leaders

To get top campus leadership spots, women need to gain confidence and learn the assertive, logical skills to write a budget or talk to the college president. They list:

1. Women mentors. While women with male mentors scored just as high on leadership practices, female mentors can also be role models. At the University of Florida, incoming black freshmen are assigned black faculty members as mentors. Women students could benefit similarly, especially with three or more mentors per student. But: More women and minorities as students than faculty and administrators puts a huge burden on mentors. "We're terribly burned out, particularly the women," Howard-Hamilton said. A logical solution is to hire many more female and minority professors.

Angela Ferguson

2. Leadership programming. Women need structured leadership training, with women facilitators. Meeting separately gives women more freedom to talk openly. They need training on assertive, risk-taking aspects of leadership, while men need to learn empathy and listening.

3. High school leadership. Research shows women students need encouragement at an early stage. High school girls need exposure to women leaders on campus. College students could visit high schools to encourage girls to keep up their activities, or a high school leadership conference on campus could bring the two groups together. The more girls lead in high school, the more likely they are to lead in college and eventually as adults.

4. Assertiveness training. Remember assertiveness training popular in the 1970s and '80s? "I'm wondering if we need a refresher," Howard-Hamilton said.

5. Programs for women of color. "There aren't enough role models to show that women of color can be good leaders," she said. Women students of color need special workshops where they can discuss their experiences safely, learn about communication with mostly-white groups, and study the effects of racism and sexism on leadership dynamics. We can't postpone their mentoring till the professional staff has more women of color; for now, mentors might include a white woman in the same field and a woman of color across campus.

6. Peer support. Women early in their college careers need to learn from upper class women leaders. Some of this happened at the Women's Leadership Conference where the data was gathered; freshmen had a chance to learn from seniors. Within each campus we need to create structured opportunities for new students to learn from those with more experience. With training and support, next year's female freshman could become a student body president.

-SC

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Sisters in the Academy: Who Will Do the Housework?

Faculty women do more than their share of the campus "housework." Bosses and students turn to women as nurturers dedicated to service. Being tokens on every committee takes time from their research and teaching. Sisterhood suffers when some women shoulder the burdens, while others refuse to be distracted. Sibling rivalry turns painful when administrators who assign the housework reward those who refuse to help out.

The conflict often follows generational lines, according to Lana Hartman Landon of Bethany College WV and Brenda A. Wirkus of John Carroll University OH. Women who came of age in the '60s and '70s were socialized to service and institutional loyalty. Pleased to get a job, they invested their energy in one school and its students. "The institution is a very unappreciative recipient of that loyalty," Landon says. Without publications, such a woman may find herself stuck like a displaced homemaker.

Those in graduate school in the Reagan years learned to identify with their discipline and career, not any one school. "They see institutional affiliation as a kind of serial monogamy," Landon says. Portability depends on publications. Too often they dismiss the previous, service-oriented generation as naive or even stupid, with nothing to offer. "This is very demoralizing to those of us who waited for decades to have more women on the faculty."

The tension between scholars and doers is central to the only New Testament story of women in conflict. Jesus visits the home of Mary and Martha, who live in Bethany with their brother Lazarus. Mary sits at Jesus's feet to listen, while Martha cooks an elaborate meal. When Martha complains that Mary isn't helping, Jesus says Mary has made the better choice (Luke 10:38-42). At the Women in Higher Education conference at Fort Worth TX in January 1997, they recast the biblical story in modern terms.

Martha and Mary in the 1990s

Jesus, a prominent scholar, will give a guest lecture at a small rural college. Department chair Lazarus turns to the competent, organized Martha to oversee his visit. Martha is glad to help, but she'll be hard pressed to meet his plane. She decides to ask her colleague Mary for help. When Martha finally reaches her, Mary says she's too busy working on a review article on recent responses to Jesus's work. Martha hangs up, fuming.

"What's wrong with Martha now?" Mary wonders. "Lazarus told me when I was hired that the college wants to improve its national visibility, and that means publish! No one's ever been given tenure for picking somebody up at the airport. Maybe it's too late for Martha to make a name for herself, but it isn't too late for me." Mary turns back to her draft, determined to finish in time to share it with Jesus on his visit. His support could help her move on to a better job, instead of spending her whole career here like Martha. "Sisterhood? Oh, come on. Besides, if she's so busy, why doesn't she just tell Jesus to take a taxi?"

By the end of the lecture, Martha is exhausted. She's been up since 5 a.m. grading papers to make time for driving to and from the airport. At the wine and cheese reception after, she sees Mary approach Jesus, looking fresh and alert. Mary describes her review article, and Jesus is delighted to see his work discussed even on this remote campus. Martha is too tired for brilliant conversation as she drives Jesus to the airport.

Sisters in conflict

Both the Marthas and the Marys on campus suffer. The Marthas carry the burden of the housework, unrewarded by their employers and rejected by the younger women they'd hoped to mentor. The Marys are condemned to years of high-pressure, solitary work and geographical moves threatening personal or family relationships. Driven apart, Marthas and Marys lose the benefits of each other's experience and support. The problems:

- **The two women are acting on different models of excellence.** Based on the different graduate school cultures and job markets when they entered their profession, Martha is a nurturer and Mary a scholarly professional. As a result, Mary doesn't see Martha as a role model. Martha, who hoped increased numbers would bring women a larger voice on the faculty, finds Mary has no time for campus concerns.
- **Administrators play women off against each other.** Both are following directions from Lazarus. Mary will get the greater rewards, as the one the college must compete to keep; Martha, too busy advising students and hosting visitors to publish, won't get offers from other schools. But it's Martha's housework that frees Mary for scholarship. Lazarus needs them both.
- **Women are weakened as a political voice.** In both stories, it's Martha who speaks up, not Mary. An activist committed to one school threatens the power structure more than an isolated scholar who expects to move on. Modern Marys don't care as much about campus policies, and their lack of support neutralizes the influence of the Marthas. Landon fears "the Mary mind-set will make it much easier for colleges to move away from tenure."
- **The role of teaching is problematic.** Mary bases her teaching on her dedication to knowledge, Martha on her dedication to the school and its mission. Even with identical teaching loads, Martha spends far more hours with students, whom she sees as the central purpose of her job.
- **How women relate to authority determines how they relate to each other.** Their attitudes drive women apart, depriving both Marthas and Marys of companionship and support. They'd gain more by validating the other's approach and joining forces for institutional change.

Housework could be shared more equitably, with tasks rotated through the department. If committee work is important, it deserves recognition in tenure and hiring decisions. If it isn't, not all committees need women. Unimportant housework could be eliminated or assigned to support staff. Unless the sisters solve these problems now, what will happen when the Marthas retire? Will the Marys get stuck with the housework?

–SC

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Model Mentoring Program Serves Longwood Faculty

It's tough for women who teach at Longwood College in Farmville VA. They are only 30% of the faculty, although it started as a women's college and the student body's still two-thirds female. They get less mentoring than men, because the few women at the top are too busy. Life is better since the Longwood Women Faculty Caucus organized in 1992 and Patricia Cormier became president in August 1996, but there's still a long way to go.

Cormier approved a pilot faculty mentoring program for 1997-98. Longwood professors Patricia Lust, Kristine Palmer and Cynthia Wood used focus groups to find out what support faculty women have and what they'd like, and then designed a model program open to both women and men in the faculty and administration.

"It was amazing what the women of Longwood had to say about how unfriendly the place was when they first came," Lust said. Speaking at the Women in Higher Education Conference in Fort Worth TX in January 1997, she said the older women had learned by trial and error how to make it in a men's world. They knew it took special effort to be included in informal decision-making over golf or a beer. They didn't expect Longwood College to provide support. If they had mentors at all, most were male.

"Unfortunately, some of us may have aligned ourselves with men because that's where the power was. Sometimes we pushed other women aside," Lust said.

A small minority on campus until recently, they feared requesting help would make them look vulnerable or aggressive, and hurt others. "We can make it on our own" remained their motto as they rose to the senior positions they hold today. In the focus groups they talked more easily about what they might give to younger women than about what they'd like to receive.

The junior faculty in the focus groups expected more support from the school and discussed their needs more freely. Instead of just learning to negotiate a male culture, they expected the culture to support women as well. Their higher expectations reflect a different upbringing and a different Longwood experience. "We're there for them now. There was nobody there for us then," Lust said.

Many needs are still unmet. Some in positions of authority said men resent and undercut them. While senior faculty women want to help newcomers learn to negotiate the system, it's not always easy. Sometimes they resent seeing new faculty hired at salaries close to their own. Sometimes the newcomers don't respond, hesitating to form female ties that might look like a sign of weakness.

Where women turn for help

Longwood's main program for new full-time faculty is a mandatory two-day college-wide orientation workshop. It introduces administrators and describes college programs, facilities, policies and procedures, including promotion and tenure requirements. Women find continuing support in the Women Faculty Caucus for networking and discussion, a safe place for delicate questions and advocacy.

In addition, some departments assign all new faculty one-on-one mentors. They help explain departmental policies and procedures, but their success depends on individual chemistry. A team of trained mentors would be better, the focus groups said. You could discuss technical details with some and personal matters with others. Some questions are better asked of one not involved in your review.

Although structured programs helped, most learning was more informal: by experiment, observation, or casual connections. Many appreciated help by department secretaries and female department chairs. One learned how to advise students by listening to her office mate. Informal mentors included a running partner and a co-worker from the same graduate school. Recent hires found support among women who joined the faculty at the same time.

Nearly all said they got support from friends at other schools. Former graduate school colleagues served as sounding boards and research partners. Women at off-campus conferences became advocates, coaches and mentors.

A model mentoring system

Longwood women say they want advisors, information resources, role models, allies and advocates.

New faculty will start with structured activities and move on to more informal ones to learn the rules for success at Longwood and build a support network. At the *two-day orientation workshop*, they'll learn of support services on campus and meet three assigned mentors:

- *one departmental resource person*,
- *one advocate from the senior faculty* and
- *one ally in her second or third year on the faculty.*

At least one will be a woman and at least one will be in another department. Mentors will introduce newcomers to the resources, culture and values of Longwood College. They'll meet a variety of colleagues at social events:

- *a get-acquainted meal* for new faculty and mentors,
- *brief presentations and Q&A sessions* during the year and
- *a luncheon toward the end of the first year* for new faculty and administrators but not mentors, for feedback.

The *Longwood Women Faculty Caucus* will encourage participation. Over time they'll meet enough people to find mentors on their own. "I'm a firm believer that the only real mentor is the one you choose yourself," Lust said.

Continuing professional development on and off campus helps faculty. The college will offer resources for travel, conference registration and research. Longwood will also hold faculty workshops on relevant topics.

Senior faculty women have different needs and the experience to choose the support they want. The college will offer:

- *advocates* at Longwood or elsewhere to be mentors;
- *Meet the Leader program* to bring successful women from other schools on campus to discuss recent promotions, publications, research, or problems they've solved; and
- support for selected women to attend *off-campus programs* like those by Harvard, Bryn Mawr and ACE.

Senior faculty can learn by listening to their junior colleagues, and the younger women expect support from their school. Women who listen to each other can create programs to provide support for all. ■

–SC

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NOW Conference in DC Mobilizes Student Feminists

By Liz Farrington, first-year student, Smith College MA

Checking the weekly list of events, my roommate and I read of a lecture on "Feminism and the College Campus." Ashley and I went to it, and learned of the National Organization for Women's (NOW) Young Feminist Skills Building Summit the next month in Washington DC, and decided to go.

In the next month, we raised funds by appealing to deans, campus groups, and even parents and alums. We sold hats, pins and T-shirts to cover costs for each student, so all who wanted to could go, not just a privileged few.

A road trip starts at midnight

At midnight we met at convocation hall, loaded up and began our 10-hour road trip. Our caravan was a 15-passenger van and two small sedans. Besides Ashley, I knew only one other person; Ashley knew only me. But we soon made new friends, including those we later roomed with in the hotel.

Our first stop: Dunkin' Donuts for coffee. With high-energy dance music and constant chatter to keep the drivers awake, we munched on cookies and vegan crackers. In New Jersey, our drivers asked if we were getting enough sleep, because Missy was worried. "Why would Missy care about our sleep, or lack of sleep?" I asked. "Well," the drivers replied, "Missy is an activist. That's what activists do: They worry."

"Oh," I replied uneasily. As a first-year college student attending my first conference, I was slightly apprehensive. With what kind of people was I spending my weekend? Militant left-wing radicals? Peaceful, gentle vegans? Perpetually offended activists ready to condemn me for wearing a bleached white cotton shirt?

After reaching the Ramada Renaissance Inn in DC, getting my packet and settling into one of the sessions, I felt more comfortable. While intense, the others seemed nonjudgmental and accepting, and ready to empower even the most reticent. I was surprised to find four other women there from my Wisconsin high school.

For my first session, I chose a workshop on gender identity and education. While discussing problems such as sexism and homophobia elsewhere, I felt very happy to be at my college,where things are very different.

Next, I met up with my best friend from high school, a first-year student at Agnes Scott College GA, at "Women and Affirmative Action." While informative, it was dull until the speaker's far-fetched analogies sparked heated responses.

What's a modern feminist?

"Hair, Hip-Hop and Heels: Feminism in the 90s" asked "Can a woman listen to misogynist rap music, care intensely about her appearance and still call herself a feminist?" The consensus was a resounding "YES!"

Afterward Ashley, Susan and I went to lunch: my college roommate, my best friend from high school and me. We talked about our respective colleges, and once again I felt almost relieved to be at Smith. Attending school in the deep South, Susan confessed to envying the progressive, liberal atmosphere my college cultivates. Although I sometimes find it single-mindedly radical, almost overbearing, I now saw its merits by comparison.

Liz Farrington

Next we three attended a caucus led by activist Missy. On classism, this session was extremely poignant and personally salient to the many women attending: A diverse school with women from very different backgrounds, Smith is plagued with issues of classism at both institutional and personal levels. The circle of 40 or so women introduced themselves and told why we were there. I was surprised and relieved to find others at my school experience the same elitist and classist struggles as my roommate and I.

The next day we went to "Ecofeminism: Stopping Efforts to Poison Our Bodies and Our Planet." Interesting and informative, it made us notice what we put into and on our bodies, and how it affects our environment.

Then Ashley and I went to "Is the Law Male? Why You Won't Get Justice from the Justice System," hosted by two dynamic speakers who presented legal info and clear examples of bias. Like others, it ended with plans and ideas about strategies and actions in the future.

After the workshops, the Smithies met for lunch with an alum from Minnesota who wanted to discuss Smith's recent partnership with Nike, in light of recent allegations of Nike's human rights violations toward female workers overseas. We discussed the potential negative effects of the link, and options for publicizing it, including generating alumnae power to influence school administration.

After lunch, we heard Patsy Mink, congresswoman from Hawaii, and Patricia Ireland, president of NOW. Both were extremely enlightening and engaging: We finally understand the controversy about affirmative action and welfare reform, and how they affect women.

That night, a bunch of us went to a dance club. Speaking with women from both coasts, I realized my good fortune to attend both Smith College and this conference, where I was surrounded by 1,100 motivated, intelligent women.

Early the next morning, we convened in the hotel lobby for our long-anticipated march on the White House. Carrying signs, some hand-made and some from NOW, we walked to the White House. Marching in a large oval and chanting phrases such as "Hey hey, ho ho, the patriarchy's got to go," we got a lot of attention.

Then we loaded up for the trip home, pleased with the workshops and happy to be surrounded by upbeat, positive people who were excited to focus on women. I was also grateful for the chance to meet other women at my school I wouldn't normally encounter on campus.

Ashley and I returned with a fresh perspective,new contacts and new interests. I realized many opportunities to meet people and experience new adventures are at hand if I reach out for them. ◆

Women Faculty: Marginal... Or Transformational Leaders?

Just when you've had it with academia, along comes word that you may be on the cutting edge of a reform. It's in a May 1997 article in *Journal of Architectural Education* by Linda N. Groat, University of Michigan, and Sherry B. Ahrentzen, University of Wisconsin-Milwaukee.

Faced with women faculty's marginalization in architectural education, Groat and Ahrentzen find being far from the center of power can be the best place to transform the field. As the scholar bell hooks has noted, marginality offers a "site of radical possibility, a space for resistance."

In architecture as well as higher education in general, recent studies criticize the hierarchical, discipline-based approach, favoring instead a collaborative, interdisciplinary model.

Research universities are dinosaurs

The 20th century research university is a dinosaur, reports imply, with its single approach to knowledge and focus on research at the cost of teaching and service. Overdue for restructuring its educational mission, it alienates undergraduates by failing to treat students as people.

The messy work of caring for students and 'staying at home with them' is considered 'women's work.'

Articles describe architecture as a field losing its turf and client base, while experiencing the breakdown of the traditional hierarchical managerial style of the typical firm. These changes have forced a reassessment of the nature of professional education.

Groat and Ahrentzen interviewed a stratified sample of 40 faculty women in architecture, chosen for the their variety of perspectives. Of the sample, 55% were tenured, compared to only 29% of all faculty women in architecture. Having had significant constraints in their careers, these women argue for transforming architectural education to save it. Groat and Ahrentzen suggest seven **facets of transformation.**

1. Championing Ideals of a Liberal Education

A liberal education is supposed to be an "adventure in human understanding." Yet in architectural education, supposedly interdisciplinary, other disciplines have value based only on their application or relevance to the field.

Many women with other degrees found architecture paid only lip service to the value of a liberal education. As one woman said: "There is a very strong anti-intellectual bias... While students are expected to know some things about science and the humanities, instructors are unwilling to integrate this knowledge into the educational process."

2. Forging Interdisciplinary Connections

By its very nature, architecture is interdisciplinary and should foster a "natural meeting ground" with allied disciplines. Being able to find and build on the connections among different fields is a basic skill required by the changing nature of work.

But architectural education seldom lives up to this goal, as the women pointed out. Continuing to artificially separate academic disciplines erodes these connections.

Faculty women in architecture often have expertise in allied disciplines as well, so they're in a pivotal position to develop interdisciplinary links. Of those interviewed, 80% had key responsibilities for teaching in non-design areas of the curriculum. Ironically, this led to their being seen as "marginal" to the core design focus of current educational practices.

3. Experimenting in the Studio

A skill called essential to success in the 21st century is experimentation, the ability to make thoughtful guesses and test them against previous assumptions. Discovery, integration and application, are equally valuable.

But the way lectures and studios are conducted makes it almost impossible for students to develop intellectually in these areas. The integrative approach used by many of the faculty women is minimized, ignored or outright denied. Women are only 9% of tenured architecture education faculty, and only 41% of them are even given the opportunity to teach studios, being diverted instead into technical courses.

4. Introductory Courses Build the Foundation

In architecture as in most academic fields, teaching advanced courses is more prestigious than beginning classes, which is seen as less challenging and requiring more nurturing, while teaching advanced courses is more professional. Women faculty were acutely aware of a gender bias in the denigration of teaching beginners. Yet students learn the skills most critical to success in architecture in introductory design courses: visual and spatial abstractions and making connections with other disciplines.

Those who teach early and interdisciplinary design studios are at the forefront of this insidious transformation, despite the shortsightedness of colleagues who dismiss first year studio teaching as "something anyone could do."

5. Reforming Teaching Styles and Practices of Studios

A Carnegie study condemned the unconstructive and hurtful use of studio juries and other forms of student evaluation used in architectural education. Reforms would increase student participation, decrease public humiliation, and emphasize process as well as product, while instructors would use explicit evaluative criteria.

Faculty women reported a negative, abusive quality of some studio teaching, especially in the jury system. They work to develop a more student-centered, empowering approach. Many try to make evaluation criteria less mysterious and more focused.

"The traditional model doesn't really teach... a student does something, and then the teacher responds. I think what people are now trying to understand is how you provide information to the students, so they can absorb and use it... I think before no one would explicitly lay out the criteria by which they were making judgments."

By emphasizing the design process, and not just the

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product, instructors can expand students' knowledge of design. They can develop an increased sensitivity to client expectations and a more realistic sense of the context of practice, both leading to better client relations in practice.

6. The Value of Collaboration

The future work world will require group learning rather than individual achievement and competition. Yet architecture, like many other disciplines, tends to worship individual stars (master builders) rather than acknowledge the essential teamwork required in any successful project.

7. Caring for Students

Faculty and administrators fail to nurture the whole person, compartmentalizing students to the point where they are ignored, asserts the Carnegie report. At most universities, "quantitative evaluations of faculty productivity prevail over a more qualitative or comprehensive assessment of the faculty's relational success with students."

With inadequate counseling and attention to non-traditional students, architecture has a peculiar tendency to rely on the "endurance test" model. Eight of ten students considered their workload to be overwhelming. Many deans admit it's often "the most capable students who end up questioning whether the stresses of architecture school are worth the rewards." How can schools produce problem-solvers if students have no time to reflect on the deeper meaning of what they're learning?

Faculty women question this "boot camp" approach: "There's a whole myth about architectural education which I resent very much... that you cannot come up with a good project unless you really spend half of your life without sleeping.... it has really destroyed a lot of potentially great, good kids."

Developing the total student is more likely a goal for women faculty than men. In research universities, a professor's prestige is directly proportionate to the duration and profitability of travel beyond the university and exclusive relationships with peers. The messy work of caring for students and "staying at home with them" is considered "women's work."

Devotion to student nurturing and teaching indicates to some administrators and male colleagues that faculty women aren't committed to the "real" work their own creative efforts, whether building buildings or working with advanced students. Yet the researchers found women faculty, who valued both teaching and service more than men, as committed as men to their research and creative work. The difference is they also see the value to themselves and their schools of both teaching and service activities, where men don't.

For architectural education to survive as a discipline, it must accommodate the changing realities of its students and the context in which it practices.

-DJ

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Support Provokes Retribution

Remember Janet Hunn? Last fall the former tenured professor at Glendale Community College AZ settled with the Maricopa County Community College District after it terminated her following her second pregnancy. (See *WIHE*, December 1996.)

During Hunn's case, several women on campus predicted department chair John Griggs would retaliate against her former assistant, Betsy Turner, whose evidence helped Hunn gain a settlement.

Now those concerns appear well founded. Having taught speech communications as an adjunct at Glendale for eight years, Turner recently found she was not scheduled to teach any classes during the 1997 summer or fall terms.

What exactly had she done? When Hunn took her second maternity leave, Turner applied for the one-semester-only position. According to Griggs, she was the "second runner-up" and won the consolation prize, the assistant forensics coach job. She was also given an extra class, 12 credits instead of the standard nine for adjuncts.

In conversations with the new, male forensics coach and Griggs, Turner learned their plans for Hunn. She documented the conversations and provided Hunn with copies, which were used in the grievance against Griggs. Turner also testified at Hunn's hearing. "When the following witnesses could not rebut my testimony, Jan was offered a monetary settlement," Turner reported. "She accepted and the case was closed, or so we all hoped."

After seeing the future class schedule, Turner discussed her situation with an attorney and then secretly taped a meeting with Griggs. In the meeting, Griggs reportedly said he was systematically replacing part-time instructors with college staff, so he wouldn't have to disappoint adjuncts when he needed to juggle the schedule.

This would have been an acceptable explanation except for two facts, according to Turner. First, she was the only adjunct affected during the summer and fall terms. Second, Griggs repeatedly expressed displeasure at Turner's involvement in Hunn's case, saying he "was not thrilled with the letters" she wrote to the dean about it.

Turner has sought help through the district's Whistle Blower Protection provision. To come under it, her "whistle blowing" must be written, which she contends occurred when her oral testimony against Griggs was recorded by a court reporter.

Next will come a hearing with witnesses and attorneys before a three-member adjudication committee: one selected by Griggs, one selected by Turner, and the president of another district college selected by the chancellor.

Turner also plans to complain to the EEOC, contending her case is an extension of Hunn's case, and additional, illegal gender bias occurred in her job loss. She notes the department now has more men than women as part-time instructors, tenured faculty and regularly scheduled teachers.

Both Hunn and Turner would like Griggs removed as department chair. "Jan wasn't the first to be harassed, and if he stays in power, I won't be the last," Turner predicts.

-DG

For more, contact: Betsy Turner, 5216 W. Desert Cove, Glendale AZ 85304, (602) 979-8110.

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Disappearing Deans: Historical Lessons in Restructuring

By Kathryn Nemeth Tuttle, Assistant to the Provost
University of Kansas

A federal commission challenges higher education to meet the needs of individual students, solve widespread social problems, expand civic responsibility, and increase international understanding. Governing boards and accrediting agencies call for schools to reorganize for increased efficiency and productivity. A dean who serves women students loses her job during university restructuring and the president explains that it is "for the good of the administrative setup."

The year is not 1997 but 1948. A report by President Truman's Commission on Higher Education frames postwar campus demands as veterans are half of surging college enrollments. Ruth McCarn, counselor to women at Northwestern University and the only top female campus administrator, is fired. "I am one of the disappearing deans," she explains to colleagues.

The familiar reorganization story, repeated the last decade on campuses across the country in response to fiscal restraints and constituent demands, is, in fact, an old one. The value of deans of women on America's campuses has been questioned since Alice Freeman Palmer was first named to the job at the University of Chicago in 1892.

These women administrators called for a focus on the *whole* student—in and out of the classroom—and took the lead in offering the broad range of student services now available to college students.

Yet during the 1940s and 1950s, after a half-century of service to women students, many deans of women were demoted or fired in the name of administrative efficiency, as new dean of students positions were filled exclusively by men. Retelling their stories provides cautions about the human costs of restructuring in any era, which far from being a neutral process, can disproportionately affect women and other marginal groups in the power structure.

Reorganization also challenges the continuation of the very student services these deans fought so long to establish. Demands for efficiency and accountability often stress academic improvements and neglect the student services that sustain students' ability to perform well academically and develop socially and personally.

Why create deans of women?

Deans of women arrived on coeducational campuses at the turn of the century, partly to defend the position of women but primarily to help disconcerted university presidents deal with increasing numbers of female students and their housing, health, counseling, and social needs. Through the next half-century, these women administrators played a significant role for women in the academy and in the development of the student affairs field.

But the authority and power of the dean of women fell. In 1940, almost 90% of deans of women reported directly to their president. By 1962, the figure had dropped to 30%, and in 1971 only 10% had a direct line to the man at the top. By 1976, fewer than 4% retained the title of dean. Eliminating the position left few high level women administrators until legislation, court decisions and affirmative action forced review in the 1970s and 1980s.

Kathryn N. Tuttle

These dramatic changes did not happen without protest. Both the National Association of Deans of Women and the American Association of University Women campaigned for women deans in the 1940s and 1950s, but the impetus for restructuring was too strong.

Sexism and efficiency rule

Why was the dean of women eliminated, replaced by a dean of students? And why, despite the high level of education and experience of most deans of women, were men the exclusive choices to fill the new post?

Complex forces were at work. Professionalization, including the student personnel movement, brought new theories that ironically called for an organization based on function, not gender, as early as the 1920s. Centralization in business management practices provided a recurring model for universities throughout the 20th century. From the 1930s, directives from the American Council on Education, U. S. Office of Education, and accrediting agencies called for more efficiency through consolidation.

Increasing numbers and diversity of college students and the postwar expansion of higher education and student services also encouraged centralization under one dean. The inefficiency of duplicating services for female and male students was evident during the postwar enrollment boom. Later, changes in students' legal status and the decline of *in loco parentis*, civil rights legislation, and the women's movement provided the impetus and ultimately the legal demand for change.

But sexual, racial, and religious bias, as well as institutional power structures, affected who got the new position and advanced in the expanding bureaucracy. The assumptions and definitions meant women simply were never considered, or never considered fit to become the new deans of students in the male hierarchy.

- For Ruth McCarn at Northwestern University, institutional restructuring was only the backdrop for the drama of her firing—it was her support of black students' demands for on-campus housing and her call for Jewish students' inclusion in Northwestern's sorority system that led to her dismissal. McCarn's case made the national press when her advisee, Mary Hutchins, daughter of University of Chicago President Robert Hutchins, leaked the reason for her firing to the student newspaper.
- For Kate Hevner Mueller at Indiana University, reorganization in 1946 under new dean of students Colonel Raymond L. Shoemaker, former campus ROTC commandant, was demanded by postwar exigencies, 5000 new students, and a "men first" attitude. Robert Shaffer, the young assistant dean delegated the task of informing Kate Mueller of her demotion, succinctly listed the reasons women deans were dismissed: "male chauvinism," lack of

confidence in women's administrative ability, and ultimately, "You just assumed in the end it would be that way." Although Mueller, a distinguished psychologist, became nationally known for her 1954 book *Educating Women for a Changing World* that accurately predicted women's modern roles, she never forgot the pain of her demotion. "I could never understand why my services were so completely discarded," she wrote in her memoir. The loss of her position as dean of women was even mentioned at her memorial service in 1984.

- For Jessie Rhulman at UCLA in 1951, reorganization initially offered the hope of real progress for women administrators. Provost Clarence Dykstra recommended her for a new dean of students position in 1947, but the faculty search committee rejected the recommendation for fear male staff members wouldn't "willingly and gladly work under the supervision of a woman."

Hopes were high again when she shared a job description as a "coordinate dean" with the new male dean of students with whom she would be an "alter ego in authority." But this extraordinary arrangement was doomed when Dean of Students Milton Hahn, a World War II veteran and fierce anti-Communist linked with new Chancellor Raymond Allen, recommended a "reduction in force" of one: Associate Dean Rhulman. His "sanity," he explained, was threatened by "feminist battles" with his counterpart and "subversives" everywhere. Sympathizing with his plight, an administrative council recommended Rhulman's dismissal, to the dismay of women faculty.

A seemingly neutral process was coupled with a sexist notion of who could lead the newly reorganized administration.

Each case illustrates institutional bias and the very personal pain and humiliation of reorganization. Few advocating a centralized administrative structure and the new dean of student's position understood the implications of the changes for women administrators. It was perceived as an efficient way to respond to the demands of rising enrollments and expanding services.

History isn't gender-blind

But a seemingly neutral process was coupled with a sexist notion of who could lead the newly reorganized administration. To serve the flood of male veterans after World War II, not only a man, but a military man, was envisioned in the role. The dean of students' position was not gender neutral, nor were the structures around it: Gender was an integral part of the evolution of the student affairs field and American higher education administration.

The loss of the title dean of women was significant: An assistant dean or counselor was perceived differently by students, faculty, staff and parents. The greater loss, however, was the direct line to the president and a woman's presence on the governing councils of the institution. This authority was now vested in the (male) dean of students and eventually the vice president of student affairs. It would be 50 years before even one out of five of these positions would be held by a woman.

But despite a loss in authority, these women administrators sustained the causes of campus women in many ways, including forming commissions on the status of women in the 1950s and 1960s until the women's movement and legislation recast women's role in the academy.

Even today the campus climate for women still registers as "chilly," and women students at Brown University recently called for a "Dean of Women's Concerns."

Protecting equity in restructuring

Movements toward efficiency and reorganization, whether under the guise of reengineering or total quality management, or other borrowed business strategies, affect the lives of administrators, faculty and students, especially those in less powerful positions. Integration of unequal groups seldom results in equity, and attention must be paid to the results of institutional restructuring. Uncritical adoption of business and industrial reorganization models threatens not only vulnerable administrators, but less powerful departments, faculty in non-traditional research areas and services that support student learning.

Can higher education move not only beyond gender, but also beyond function, in organizing its work into groupings that best benefit students and the school? A collaborative, non-hierarchical structure for higher education, focused on the school's academic mission and student learning, offers an alternative model.

Women can fight back to challenge restructuring

First, question the reorganization process:

- Are women administrators, faculty and students included on committees developing the new structures?
- What's the impact of a new structure on women students, faculty and administrators? How does it affect reporting lines? How many women remain in the school's top governing council? What's the impact on student services, women's centers, and women's studies and other inter-disciplinary programs?

Next, ask whether the reorganization supports the school's educational mission:

- Restructuring for efficiency and accountability often satisfies regents, boards of trustees, state legislatures, and outside constituencies, but does it compromise the educational mission, needs and goals of the school?

Finally, ask whether reorganization truly supports student learning:

- Student learning occurs both in and outside of the classroom. Cutting vital student services that support students' academic, social, and personal lives will have a long-term detrimental effect. As these deans of women reminded us, develop the whole student.

The value of a school's future administrative setup depends on the inclusion and leadership of all members of the academic community, who owe a debt to the deans of women who maintained women's leadership in the academy for more than a century. ■

Tuttle recently completed a dissertation: "What Became of the Dean of Women? Changing Roles for Women Administrators in American Higher Education, 1940-1980."

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Highly Successful Women Administrators: Inside Stories of How They Got There

by Sandra Lee Gupton and Gloria Appelt Slick. Corwin Press, Inc., Sage Publications, Thousand Oaks, CA: 178 pages, $22.95 soft cover (1996)

Women who have made it to the top can provide others with lessons in leadership and gender. Although this book deals with experiences of women school administrators, much also applies to colleges and universities.

Even though women are still substantially under-represented in educational administration, the numbers are growing. We need to shift from focusing on too few women in administration to ways to provide the support to enable women to retain and excel in their positions.

Interviews with more than 151 school administrators are organized into a series of experiential lessons for all of us. While much in these lessons is pretty standard, the points are clear, concise and well laid out.

Prepare. Women need to get the necessary tickets for admission to top level positions, which may include the required academic credentials, the appropriate preparatory positions, and overcoming political naiveté. This includes understanding the political dynamics of their work systems and realizing that life is not necessarily fair.

Plan. Learn all about the job you are seeking. On the way up, do as many tasks as possible to learn all about your area. Strategize for how you will move ahead. Be eager to take on new challenges. Develop credibility in each of your positions.

Persevere. Be persistent. Keep trying. Don't accept "no." Don't give up. "Realize that failure is a necessary step to moving forward."

To move forward, you need to be able to accept failure. Many of the women respondents who made it to the top did so after experiencing rejection and bouncing back. One of the most important things to overcome is one's own sense of limitations.

Completing the necessary training and obtaining PhDs were among the most important challenges for many of the women. Problems of time, finances and family responsibilities weighed heavily on them. Yet those who succeeded, managed to juggle these responsibilities and problems successfully. Balancing family and career was a major obstacle for many women administrators. It was easiest for those who had supportive husbands, hardest for those who were single parents.

Be Professional. Many of the women interviewed said they need to know more and produce more. Do whatever you do well; don't be afraid to do more and to take on more responsibilities. "Keep a professional, dedicated, positive attitude."

Preserve Your Integrity. Even when it's costly to do the right thing, it is essential. Many of the women here who preserved their integrity are moving up in administration.

Reach Out. The good old girl's network isn't nearly as strong as the good old boy's one. Women need to be creative in finding mentors and sponsors. The authors note that many successful women administrators felt the need to become part of a male network because that's where the power is.

Fewer than 15% of the top school administrators in the nation are female, similar to the situation in higher education. Among the women surveyed, 40% were part of a strong network of supportive women in their profession. Another 40% said they were not part of a network, but needed to be.

The women administrators recommend your getting to know the power bases in your organization and community. Become involved. Be a nurturer and supporter of others. Select systems that have a history of mentoring women for positions of power.

Seek Mentors. Women aspiring to leadership need to find mentors, either male or female. Women who have already succeeded have an obligation to help other women move forward.

One woman described a mentoring situation where a group of about 30 men and women across her state formed a support group that held weekend meetings to provide support for each other.

In the survey, 80% of the women indicated they had been a mentor for others. Although this number seemed high, the authors were concerned about the other 20% of top women administrators who had never mentored anyone.

Some mentoring strategies include explaining how things work in your system, sharing books and articles and providing information. For those seeking mentoring, one administrator advises "have a vision, construct a plan, take risks and find a mentor...Always be a learner."

Lead by Example. Practice participatory management, establish your own identity and show your own values. "Leadership and modeling are about being a learner."

Nurture your spirit. Choose your mountain and climb it. Communicate with honesty. Treat people with respect.

Go for It! Try to envision yourself in a position of leadership. Decide what you want and then strive for it. Be willing to take risks. Be open to new opportunities. Don't be afraid to be different. If you fail, start over and don't give up. "Be prepared to work harder than you've ever worked."

The book concludes with a call to action for individuals and organizations, and political and social systems:

Women must believe that they can be leaders. They must treat other women better than they were treated. Men, also, must support women's leadership potential. Both men and women need to mentor and sponsor women as well as men for leadership. Communities, governmental entities, higher education institutions, and professional organizations must all do a better job of recruiting and promoting women for leadership.

One woman summarized it very well: "I'm not a charismatic leader, or a leader of any personal power. I am not an articulate speaker, but I am a risk taker who will attempt difficult tasks to advance toward a worthwhile goal."

The women's stories are worth reading. They share their highs and their lows, their travails and their successes. Most of them paid plenty of dues and all of them seemed to have earned the right to be leaders.

By Sandra Featherman, President, University of New England ME

At Age 53, the Don't-Give-a-Damn Stage: Or, I Finally Bought That Red Convertible

This month I'll be 53, which is approaching the age when most people have begun to grow up. Always the contrarian, I've decided to grow in and out simultaneously, but not yet up.

At age 53, I've learned life can be a freeing experience if you let it. Many things that used to drive me to the brink have now become just details. Instead, I've learned:

- **Life's too short** to ___________ (fill in the blank)
- **When making a decision**, ask yourself: If you're wrong, what's the worst thing that can happen? And can you live with that?
- **Some things can't be pushed**, which is why I haven't yet written the Carolyn Desjardins article on leadership as a spiritual journey. I've been told I'm just not ready to write it yet...
- **Learn to ask yourself** "Why am I doing that?" Looking at a picture with a 75-pound canoe on my back during a 1995 vacation in Minnesota inspired my best friend to say, "I don't see how you can have much fun with a canoe on your back." The next year our vacation was car-camping in the Colorado Rockies, with stops at the hot springs on the way.
- **Don't fight change**. In sports, I recently gave up playing ice hockey to concentrate on tennis. In the 35 years since I'd played regularly, the balls, rackets, scoring and playing surface have changed, but the game's still great.

In hockey, my play got slower each year; in tennis, lessons are helping me improve each year. Besides, I'd outgrown my T-shirt with a Harley on front that said "Put something exciting between your legs."

In transportation, a 1982 Honda motorcycle, and a 1988 Toyota Corolla wagon (brown) are being replaced. The cycle has limited usage, it being cold and wet too often in Wisconsin. The Toyota became untrustworthy for trips to conferences in neighboring states.

Instead, I got what I've always coveted: a red convertible. Some will snicker at this classic mid-life crisismobile, but it sure gives a new perspective to the day.

A latent desire became a craving after a tennis teammate drove me to a retreat in hers. Seeking more information before our road trip, I asked Marilyn, "You have the top down even when it's chilly out. How do you stay warm?" She answered: "I just turn on the heat." Duh.

I really needed a newer car, so why not indulge my fantasy? Results so far have been great:

- *Friends and colleagues* look at me like I've finally gone over the edge. Then they ask for a ride.
- *A car full of teenagers* waved at a stoplight.
- *Running errands* has become enjoyable.
- *Negotiating the price* with a dealer over the phone was a hoot. It sure beats lousy coffee in an ugly office while they try to sweat you down.
- *My dog Dickens* loves to ride with the top down. So do I.

Similarly, I've been thinking about what I want to *be* in life. (I'm trying not to confuse *being* with *doing*, but somehow *doing* always seems to take priority.)

As a *WIHE* reader, you've influenced my decision to continue doing this news journal. Wonderfully inspiring comments by readers at conferences and by phone and by mail remind me it's a unique and worthwhile service.

Increases in the number of subscribers, advertised job positions and editorial contributions by readers and others have demonstrated its value.

Plus, after more than five years of usage, the U.S. Patent and Trademark Office has finally issued us a trademark for the name *Women in Higher Education*.

Changes in how we operate are coming. Mary Helen Conroy-Zenke is closing in on the ABD stage of her pursuit of a PhD and will be here more. Having been wildly successful in helping schools find women candidates for campus jobs as director of the Career Connections section, she's applying her skills to the customer service function. It's a natural combination of her ability to relate to people and a recovering librarian's attention to detail.

Intern Kate Ott, whose article last month slicing the CUPA administrative salary data for women a new way drew a request to reprint from the prestigious American Council on Education, will be in regularly this summer.

Me, I'll be driving around in my new red convertible. ■

Mary Dee

(Note to CH, who owes me a rematch at the Righting the Standard conference in Phoenix later this month: Yes, by all means bring your hiking boots. And plan to wear them on the tennis court.)

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Holyoke Gently Reprimands Students Finding a Voice

Student protests hit several Northeastern campuses this spring, but nowhere was unrest more intense and media coverage more focused than at Mount Holyoke College MA. Over five days, students twice occupied campus buildings for a total of 55 hours; 23 were suspended.

As one of the elite "seven sisters" East Coast colleges considered the Women's Ivy League, Mount Holyoke presents new turf for activists. How far could women go in protesting without crossing the line to unacceptable behavior?

More than 200 students from other area colleges came to campus to support Mount Holyoke students. They chose four major issues as priorities:

- **A 100% needs-blind admission policy**, not the new plan where the lowest ranked 5-10% admitted would receive no financial aid. Calling the school classist, protestors said economics shouldn't determine who attends.
- **Contract extensions for three part-time chaplains** — Protestant, Jewish and Catholic — and a new Muslim one. The college recently combined the jobs under one dean.
- **Social/cultural space** for lesbians and bisexuals.
- **An Asian American studies program.**

Students felt ignored

"Students felt they hadn't been listened to" on these issues, said Elizabeth Harvey, a Mount Holyoke student and student advisor. "Our founder, Mary Lyon, would never have done this. She founded this school in 1837 ... not as just a normal finishing school but as a place where any woman could get an education. There's such a tradition of this school being available to all women."

President Joanne V. Creighton disagreed. "The tradition of our founder is alive and well. Students feel they can change the world. They are articulate, idealistic, impassioned; they care," she said.

"The student protests of the spring grew out of great love of Mount Holyoke College, and great anxiety about the kind of self-examination and change that such a comprehensive planning process entails," she said. Creighton pointed out students had served on the planning committee recommending the changes and had held many forums.

Is there a polite way to protest?

Student negotiator Elizabeth Ruchti said some students heard mixed messages. "We all have the feeling that this is a women's college and that women must find more gentle ways of getting their point across. It seems very ironic that what Mount Holyoke taught us to do is to work with the source of power," she said. "And if you cannot do that, you look for ways to get some of that power. Basically Mount Holyoke punished us for using our education" to gain a voice.

Harvey said students also faced an internal conflict. "How could you choose between fighting for what you believe in or for the thing you love, the college itself?"

There was also conflict between the students. "A lot think you shouldn't take over a building, that you should try other methods. But we have tried other methods, and they didn't work," Harvey said.

Scenario of a snafu

The issues had been simmering for months when students selected a group to discuss their concerns with President Creighton. A meeting was set for April, but during a rally and open mike session a few weeks later several speakers "were really bashing the administration and the president," Harvey reported.

In response, Creighton cancelled the planned meeting. After receiving a letter of apology from students, she met with about 100 students in the hall outside her office. In that discussion there was some misunderstanding over the president's comments to lesbians, who felt more tolerated than accepted, and to racial and ethnic minorities about their need for separate cultural space on campus.

After the meeting, students went to the admissions building, held a sit-in and then took over the building. More discussions followed, and the students left. After yet more meetings where emotions ran high, a group of students later took over the administration building.

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'I could not ... condone building takeovers'

Creighton supported students expressing their concerns but not their actions. "Part of being responsible adults is recognizing the financial realities the College faces and part of it is to recognize that we must function as a civil and respectful community. I respect the concerns students had and support their right to express them and to engage in actions designed to call attention to them such as rallies and sit-ins. I could not and would not condone building takeovers whereby the essential work of the College could not take place.

"What we tried to do... is to keep holding up strongly the idea that, yes, it was right to raise concerns and, yes, we must talk, but, no, we cannot condone actions that are coercive and abridge the rights of others."

Dean of Students Regina Mooney spoke with the 23 students in the administration building and then distributed letters of suspension. Students then e-mailed a message to alumnae addresses listed in the college's *Alumnae Quarterly*, explaining that "23 students were suspended for standing up for what they believe in" and asking, "Does this sound like your Mount Holyoke? It doesn't sound like ours."

All 23 have since appealed the suspensions and been assessed "social probation," meaning they can stay on campus unless they again violate campus rules.

During the takeover, the president met with faculty and other student representatives and promised more ways to involve students in decision making.

- She restated the trustees' intention to move toward the revised needs-blind admission policy "in order to achieve financial equilibrium" for the college.
- She announced a "clarification" of the chaplaincy program, saying the new, interim dean of the chapel had met with the current chaplains to discuss their continuing to serve the campus next year.
- She promised to seek "aggressive" goals for diversity and set aside cultural space for lesbians and bisexuals.
- She said there was still a plan in place to create an Asian American studies program.

Hearing of her announcement, the students left the building, believing they had gained at least a partial victory.

What's the lesson here?

Although the students don't have a grade to show for it, those involved in the protest have learned key life lessons not listed in any syllabus. They flexed their collective muscles and got a response.

And President Creighton learned something about the challenges inherent in educating women to be engaged and think for themselves.

"Our college community is a grand experiment in building a more perfect society and, although we do well most of the time, sometimes we veer off from perfection rather sharply. Yet these dislocations are opportunities to grow," she said. "So, I learned a lot and so did we all. I am determined that we will continue to draw lessons from this experience and to strengthen our community. I believe we must work to restore trustful communication."

That work has already begun. In a symbolic gesture at the May commencement, graduating senior Elizabeth Ruchti placed a garland of flowers around President Creighton's neck.

—DG

Contact: Joanne Creighton at (413) 538-2000; Elizabeth Harvey at (413) 493-5884; Elizabeth Ruchti at (413) 493-4192.

Women's Words of Wisdom

- **Sue Lee**, assistant to the president at North Lake College TX, relays a former college president's three rules:
  1. Never lie.
  2. Never tell all you know.
  3. Never miss an opportunity to go to the restroom.
- **Virginia Hinshaw**, hired as dean of the graduate school at the University of Wisconsin a year ago, said her science background helped get the job. One of her rules: "I don't serve on committees if they don't have power."
- **A woman administrator**, the conscience of her institution, tells how they got their CEO to publicly make woman-friendly statements despite his true old-boy attitudes:

  "I wrote out the statements, and we locked him in a room where he practiced saying them. We didn't let him out until he could deliver them without choking."
- **Marci, the new administrator** who got no respect, reports following our suggestions in the April issue (What She Should Do, page 23) and they are making her job much better. "Let's put it this way: The trustees met for dinner last night and I got invited!"
- **Another woman administrator** had planned to resign, then had to stay. She pretends she's "retired," and mentally disengages from the job. She does only what she wants to do (within reason), continues to earn a good salary and gets good evaluations. "It's even better than retirement," she reports. "I still get health benefits!"

WOMEN
IN HIGHER EDUCATION

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Mission: *To enlighten, encourage, empower, and enrage women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and values on campus and in society.*

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Affirmative Action Update: New Plans at Texas, UC to Combat Drastic Minority Cuts

With the Hopwood case in Texas and Proposition 209 taking their toll on minority admissions, creative minds have suggested new ways to encourage campus diversity.

At the University of Texas law school, just one black student had been accepted as of the last week in May, compared to scores last year. He quickly changed his mind.

At the University of California, the UCLA School of Law reported accepting 80% fewer blacks, 32% fewer Latinos and 60% fewer Native Americans. Other campuses also reported significantly lower minority admissions.

A proposal to bolster diversity legally is to guarantee admission to the top-ranking students at all of a state's high schools, rich and poor, racially mixed or not. In Texas, Gov. George Bush signed into law a bill to guarantee admission to graduates in the top 10 or 25% of their classes. In California, the proposal is under debate, according to the *Los Angeles Times* on May 12 and 15, and the *Houston Chronicle* on May 9 and 21, 1997.

It Took One Committed Senator to Challenge U of Nebraska Bias, But it Didn't Take Long

On May 19, Nebraska state senator Ernie Chambers threatened to hold up the state's $4 billion budget over what he saw as the University of Nebraska's bias against women and minorities.

The next day, state senators voted 28-0 to require the school to adopt a five year plan to hire more women and minorities. A week later, senators shifted $500,000 from the school's central budget to a special scholarship fund to underline its hiring concerns.

Unhappy with the school's record on hiring faculty and administrators, Chambers was incensed at the alumni association's recent apparent snubbing of a female dean and a former black athlete to offer its director's job to a white male outside the system.

Chambers, Nebraska's only black legislator, first proposed eliminating the university's top priority, $23 million to build a technology institute. He later suggested reducing it by $4.2 million, which is 1% of the university's budget. "The money is what makes people pay attention," he said. "I'm going to get something out of the university's hide this session."

University president L. Dennis Smith said 24.5% of its faculty are women but only 10.3% are full professors.

In the next five years, the school must be in the upper half of its peer group in hiring women and minority faculty. If not, 1% of its budget goes into escrow until it is, reports the *Omaha World-Herald* on May 20-21 and 28, 1997.

Judge Approves LSU Plan Under Title IX But Requires Semi-Annual Secret Reports

More than a year ago, U.S. Judge Rebecca Doherty ruled Louisiana State University and AD Joe Dean violated Title IX and blatantly discriminated against its women's softball and soccer teams. She required LSU to create a plan to end gender bias against its women athletes.

Last month she approved the LSU plan and its hiring Debbie Corum to head administration of women's athletics, saying they put the school "on the road to compliance" with Title IX. To monitor future progress, she asked the women's softball and soccer coaches, and Corum or her successor, for semi-annual reports. They are to be confidential to prevent retaliation.

"We hope AD Joe Dean is smart enough to avoid doing anything to upset a judge who embarrassed him once already," noted *The Advocate News* (Baton Rouge) on May 25 and 27, 1997. But it complained that the reports are secret: "If Dean's female staffers think he is sliding back into his old ways, the public and Dean's bosses should know about that as well as the judge."

Women's Legal Defense Fund to Help Nine at U-Mass Dartmouth Fight Bias

"We're tired of letting them get away with it," explained Diane Barense, professor of philosophy. "Them" is top management, and "it" is gender bias.

In the last 14 months, nine women from the University of Massachusetts at Dartmouth filed gender bias complaints with the Massachusetts Commission Against Discrimination. Some have also started legal action.

In response, Barense and Betty Mitchell, professor of history, are establishing a Women's Legal Defense Fund. "Gender discrimination is clearly illegal. Setting up the fund was the right thing to do," Barense told *WIHE*. "We're full professors with tenure and they can't hurt us. There's clearly a pattern of bias, and justice needs to be done."

According to women on campus, the problem is the chancellor, Rear Admiral Peter Cressy, whose top administration is all male. He's the latest in a string of male political appointees by the board of trustees.

The nine are: a woman applicant for a service job who was rejected because of her sex; a minority woman applicant ranked first or second in a particular skill who was passed over for a white male ranked sixth; an activist minority woman assistant dean who was paid less than her predecessor, whose position was declared vacant when she complained;

The popular dean of A&S who was fired in November for no reason; the director of facilities who was harassed and mistreated until she quit; a grants specialist in the finance office who was fired for no reason; an admissions officer whose job was split in two, the other half being taken by a male who received $4,000 more than she did; two faculty women whose applications for a new academic rank beyond full professor were denied, while 14 males and one female received the rank.

To contribute, send checks to the Women's Legal Defense Fund, Bank of Boston, 11 N. Main St., Fall River MA 02720: Attn: VP Grace Fernandes.

Women Athletes Lose $5 Million Annually In Aid at 25 Schools, OCR Complaint Says

On June 23, 1997, the nation celebrated 25 years since the passage of Title IX of the Education Amendments of 1972 prohibiting gender bias in schools.

To mark its 25th anniversary, the National Women's Law Center filed 25 complaints with the U.S. Department of Education's Office for Civil Rights, charging 25 schools with shortchanging its women athletes by $5 million annually in scholarships. The 25 schools named include a variety of types and locations: Vanderbilt and Duke universities, Colorado and Boston Colleges and Bowling Green and Utah state universities.

The OCR must investigate the complaints within 135 days. Law center officials are prepared to file lawsuits if no remedies are found.

The complaint opens a new front for attack on gender inequities in campus athletics, linking percentages of women athletes and lost aid. The center said women get barely one-third of scholarship dollars.

Most schools denied the charges, cited old data or claimed the NCAA prevents them from offering equal aid. Although most gaps were $1,000 to $2,000, at Vanderbilt University it was $6,765.

Officials there said the complaint was based on old data, according to *The Chattanooga Times* on June 4, 1997. "I don't know why someone didn't call us," said AD Todd Turner. The complaint was based on data provided by the schools due October 1, 1996, under the Equity in Athletics Disclosure Act.

25 OCR Complaints of Biased Athletics Aid

	% female students	% female athletes	% athletics aid to females	average $ loss to females	total $ lost by female athletes
1. Bethune-Cookman FL	58%	34%	28%	$1,687	$77,915
2. Boston College MA	53	37	31	1,792	302,052
3. Boston University MA	55	45	32	3,754	627,413
4. Bowling Green U OH	57	38	30	1,533	167,212
5. Brigham Young U UT	52	38	30	1,258	135,681
6. College of Wm & Mary VA	58	47	39	1,436	193,818
7. Colorado State U CO	50	43	35	1,648	169,75
8. Coppin State College MD	72	56	47	1,043	48,107
9. Duke University NC	49	34	27	2,603	326,712
10. Hampton U VA	61	40	30	2,513	153,711
11. Liberty U VA	51	32	26	1,261	94,420
12. Northeastern U MA	44	38	31	1,970	250,246
13. S. Carolina U SC	58	33	25	1,001	42,781
14. U of Col Boulder CO	47	40	31	2,386	266,751
15. U of Maine Orono ME	47	40	26	1,991	251,485
16. U of NH	57	50	41	1,148	252,504
17. U of North TX	52	39	30	1,331	86,055
18. U of Oregon	51	36	31	1,406	150,772
19. U of Texas El Paso	54	37	31	1,528	91,599
20. U of Toledo OH	52	41	35	1,124	113,942
21. U of Tulsa OK	54	37	31	2,461	166,737
22. Utah State U UT	51	41	28	1,749	170,937
23. Vanderbilt U TN	47	41	31	6,765	532,191
24. Wake Forest U NC	48	34	26	3,635	311,444
25. Wofford College SC	44	34	27	1,441	92,372
				Total:	$5,076,615

Data from National Women's Law Center, Washington DC

U of BC Hires First Woman President

In summer of 1995 at the University of British Columbia, charges of harassment and sexism closed grad admissions to the political science department.

Two summers later on August 1, Martha Piper will become the first female president of one of Canada's largest universities. A scientist, she is VP of research at the University of Alberta, and was director of the school of physical and occupational therapy at McGill University.

Courts Favor Women in Campus Bias Suits

Increasingly, women are turning to the courts for relief from gender bias, with much recent success.

- In Alabama, the whole junior college system is biased against women employees in job assignments, promotions and pay, federal judge Vanzetta Penn McPherson ruled. She ordered three long-term women employees be appointed to jobs they would have had without gender bias, back pay with interest, seniority, tenure, retirement and other benefits.

Karen Newton lost out as administrative head and provost at two schools and was demoted, while Myra P. Davis was denied the job of admissions director and Sheryl Threatt was rejected as financial aid director at Lawson State Community College.

Testimony by Victor Poole, a 31-year veteran of the state school board, indicated state legislators dictated where schools were built and who was hired to lead them. Male-dominated political patronage won out over the well-being of students, the judge said, according to *The Birmingham News* on May 29, 1997.

- At Arizona State University, a physician whose contract was not renewed after she complained that star athletes got preferential medical treatment won a jury award of $1 million.

As director of student health in 1991-1993, she complained the AD and others were violating school policy in treating athletes. She was ousted from her job and filed suit in 1994 claiming retaliation against her whistle-blowing activities. The $1 million award was 40% for lost earnings and 60% for mental anguish, according to *The Chronicle of Higher Education* on May 23, 1997.

- At University of California at Santa Barbara, a professor and former head of Chicano studies settled a lawsuit charging gender and racial bias.

Yolanda Broyles-Gonzalez said bias limited her pay raises and promotion, and cost her the chair position, partly as a result of her testifying against the school when a job applicant sued for bias in hiring. She remains a tenured professor in the department.

Denying wrongdoing, the school settled for $40,000 to "bring more harmony and less acrimony" to the department, according to *The Chronicle of Higher Education* on May 23, 1997.

- At Peru State College in Nebraska, a former part-time speech instructor phased out for complaining about sexist textbooks received $17,500 in an out-of-court settlement. She contended the school also had sexually biased policies and had harassed her after her complaints.

In a new twist, state treasurer Dave Heineman refused to follow the gag order. He revealed the settlement amount, saying government is the public's business and taxpayers have a right to know where their money goes, according to the *Omaha World-Herald* on May 16, 1997.

- At Rivier College NH, a religious studies professor won reinstatement and a $137,500 jury award in federal court for being fired because she was overweight at 5' 9" and 375 pounds. Although the school cited "valid academic reasons," the jury found its failure to renew her contract violated the Americans with Disabilities Act, according to the *Boston Globe* on May 8, 1997.

- At Vanderbilt University TN, anthropology professor Laura L. Junker is suing for $500,000, tenure, back pay and legal fees for tenure denial after she complained of her senior colleagues sexually harassing grad students and a secretary.

Department chair Thomas Gregor reportedly told her "any criticism of senior members of the Department would be considered as non-congeniality, and congeniality was an important factor... in the future vote upon my tenure candidacy," the suit said.

Retaliation included: assigning her a service project that interfered with her research, giving outside experts just two weeks during Christmas holidays to review her work for tenure, selecting reviewers who didn't specialize in her field, refusing her an extra semester to go for tenure after her daughter's surgery, and trying to keep reviewers from considering her book manuscript. Info is from *The Tennessean* on May 25, 1997.

Harvard's Top Law Student is Lisa Grow

For the first time in its 180 years, Harvard Law School's best student is a woman. Lisa Grow, of Sandy UT, kept a straight A average for three years. First admitted in 1950, women are 40% of this year's 1,646 students, according to *The Los Angeles Times* on June 5, 1997.

Elite Universities Deny Tenure: Is This a Pattern of Bias or What?

You can come and visit, but we really don't want you to stay. That's the message some women faculty are hearing from elite schools. While the national average of women as a percentage of all tenured faculty is about 25%, it's 13.8% at Yale, 13.3% Stanford and 11.5% in A&S at Harvard.

- Harvard President Neil L. Rudenstine called for tenuring more women faculty, but then he personally denied tenure to a rising star in the school, Bonnie Honig. Her having five children didn't help, she said.

"We think he may have lost his mind," says a Radcliffe administrator. An angry letter by 15 very prominent female professors at Harvard said the denial was "greeted with shock and disbelief across the university and beyond."

- Stanford University refused to grant tenure to Karen Sawislak, an outstanding historian whose department unanimously supported her tenure. Akhil Gupta, a minority faculty member in anthropology, also lost a tenure bid in what some see as bias and departmental politics.
- At Yale University, a committee of deans and professors last month denied tenure to Diane Kunz, another outstanding professor who helped create the school's international studies department. "It is not a coincidence that these cases are happening at the same time," she said.

Meanwhile, the 1995 battle by Radcliffe College alumnae to boycott Harvard University's campaign to raise $2.1 million continues. Its goal was to pressure Harvard into tenuring more women. So far the $500,000 in escrow instead of in Harvard's bank is a more symbolic than real source of pressure.

Radcliffe, which educates its undergrads at Harvard, is unhappy with a Harvard report that ignored Radcliffe's administration in fundraising. Harvard surveyed 400 alumnae without bothering to notify Radcliffe leaders, according to *The Chronicle of Higher Education* on May 23, 1997.

Faculty women may have to turn to the courts for relief, as did Claire Dalton. She sued Harvard for tenure denial in 1987, and used Harvard's $260,000 settlement to fund Northeastern University's Domestic Violence Institute. Info from *The New York Times* on May 19 and *The Boston Globe* on May 20 and 21, 1997.

Simmons Grad School Taps 'A Favorite Daughter' as New MBA Program Director

Replacing the goddesses who started the Simmons College Graduate School of Management is delicate business.

The retirement of founding deans Margaret Hennig and Anne Jardim meant the nation's only grad business school for women had to choose between an academic with strong teaching credentials and a big name. A national search produced 200 resumes and a short list of five candidates.

Choosing substance over image, Simmons hired Patricia O'Brien. After earning a Simmons MBA degree and teaching in Harvard's business school for 16 years, this year she joined the faculty at Babson College MA.

"I feel as if I've been preparing for this my whole life," O'Brien said. Women in business avoid the feminist label because it brands them as troublemakers and whiners, she said, yet women still make up only 2% of senior management. "Women still need particular skills to succeed. We still play by men's rules," she says.

The Simmons grad school exists partly to help women learn the rules and play the game if they so choose, according to *The Boston Globe* on May 27, 1997.

Finally, The Citadel Offers a Detailed Plan To Assimilate Its Women Cadets

Having fought women's admission over four years, leaders at The Citadel finally responded to prods by the U.S. Department of Justice and a U.S. District Court by issuing a 52-point plan to serve its women cadets. It has accepted 27 women as new cadets for the fall.

Last year, under court order, the school admitted four women, two of whom were driven out by continued hazing for which 14 male cadets were punished.

The school announced it has hired more adults to stay in the barracks, appointed two retired military women to its Advisory Council to the Board of Visitors, shortened by two months its infamous knob training and hired a woman as assistant commandant.

Justice Department officials issued a blistering attack on the plan, saying The Citadel is dragging its feet on meaningful changes. U.S. officials want continuous and mandatory training to prevent sexual harassment, a guarantee of proper funding for the initiatives planned, doctors in the barracks to monitor training of first-year knobs and a woman on the all-male Board of Visitors.

Male cadets still don't get it. The campus newspaper blasted a one-day session on diversity training as "indoctrination into feminaziation," according to *The Atlanta Journal-Constitution* on May 18, 1997.

Today's Explosion in Women's Sports: Trend or Fad?

Is women's sudden interest in sports a flash in the pan, likely to last as long as the hula hoop, or should we expect women to continue invading the traditional male turf of sports?

"Women's interest in sports is one of the strongest movements we've ever seen in American society," noted Donna Lopiano, executive director of the Women's Sports Foundation, at its annual summit in the Chicago area in May. She provided reasons the change is a movement, not just a fad.

1 **The first generation of athletically active females has reached a critical age.** With the passage of the Title IX section to the Education Amendments in 1972 requiring gender equity in opportunities on campus, women now in the baby boomer age of the 40s and those younger have come of age. They see their bodies as strong, competitive instruments rather than objects, and have become a critical mass of the highest-consuming age group of 18-34.

2 **The 55 million American women who regularly participate in sports and fitness programs make it a grassroots movement.** Women are more eclectic in their interests and may do four to six sports but still not consider themselves "athletes." In contrast, men concentrate on the three highly visible public sports (football, basketball and baseball).

Sports have become much more important to high school girls. In 1970, one in 27 participated in sports; today it's one in three.

3 **Women athletes are a huge new market for sporting goods.** Referring to "the shopping gene" as an area where women athletes are clearly superior to men, Lopiano said women's buying is far greater than their participation. For example, women are 20% of golfers but buy 50% of golf paraphernalia.

"The men's market is saturated for sporting goods," Lopiano said, but women are just coming into their own. "The women athlete is a consumer; she has outpurchased men in athletic shoes and apparel since 1991." Women tend to buy whole sports outfits, while men typically buy just one item.

4 **A new, broad-based cultural structure supports women in athletics.** Lopiano referred to three age levels of interest: those under 40 are doing sports, those 40-55 from the era of "girls can't do sports" are rebelling, and those above 55 are grandma and grandpa having a ball buying sports things for the youngsters.

But fathers are the greatest impetus for advancing young women in sports, Lopiano said. For the first time, dads are becoming coaches and can connect with their daughters on a level other than China-doll worship.

These dads become incensed when their daughters face gender bias in athletics. Between 1972 and 1990, there were two or three gender bias lawsuits filed, Lopiano said, in contrast to the 30-40 suits already in the 1990s, encouraged by the fathers of female athletes. "A father whose daughter is spurned in athletics is almost rabid," Lopiano said.

"At the heart is core family values. Parents don't want to have to choose between football for their sons and other sports for their daughters. They want their children treated equally."

Donna Lopiano

Lopiano said corporations are leading high schools into gender equity, because it's the 35-year old brand managers who coach their daughters and hold the purse strings to support high school athletics. They believe in equal opportunities for their daughters and sons.

Colleges and universities are having a harder time reaching gender equity in sports, Lopiano said, because "Dinosaurs still hold the purse strings in colleges and universities."

5 **The media and the courts are catalysts for institutional change.** Schools hate to be embarrassed by bad press, Lopiano said, and over the last 20 years the media has changed from "jock sniffers" blindly endorsing teams to a force supporting gender equity, because they know it sells.

In addition, the Gender Equity in Athletics Disclosure Act required all schools getting federal funds to reveal by October 1996 participation and expenditure levels for athletes by gender. Media are helping parents answer the question, "Are you treating my daughter well?"

Courts are supporting women athletes, and women plaintiffs are batting 1.000 in lawsuits against schools, Lopiano said. She called the recent refusal of the Supreme Court to consider an appeal of the decision requiring Brown University to end gender bias against women a "psychological decision" that's good news to every father and daughter.

The appeal was the last hope of football coaches who'd hoped for the Supreme Court to back Brown, but instead the court said "we don't see any reason to step in here," Lopiano said.

"There's nobody in Congress to backpedal on women's rights, because women are a dominant force now," she said, predicting lawsuits by female high school athletes as the next step.

6 **The growth of media on women's sports is solid.** Five magazines now support women's sports, up from one last year, and all women's magazines now have a sports and fitness editor. "We're seeing sports and fitness become part of the fabric of American women," Lopiano said.

Lifetime TV channel formerly for women age 50 is now targeting those aged 18-34. Coverage of the 1996 Olympics increased its appeal to women and boosted its ratings by 18-40% among women. Women are more eclectic in their sports interests, following more than just the nation's top three sports, which are not Olympic events.

7 **Pressure for health knowledge is increasing,** with a cultural shift toward prevention. With breast cancer striking one women in eight women and osteoporosis one in two women over age 60, women are demanding better health care and prevention information. As a plus, women

are finding playing sports combats a recent tendency toward obesity in women and children.

8 Business decisions in sports manufacturing take women seriously. Impulse buys by the good old boys have been replaced by sound marketing decisions that consider the increased potential for real sales to women. Sports marketing is more targeted, integrated and likely to be led by women with sports backgrounds or fathers of young women athletes. Loyalty marketing is more important; women buy products because their manufacturers support the same causes they do.

9 Inspirational role models for women have increased. Because it takes about 20 years to develop an athlete, the first generation of women who have had a full choice in athletic participation under Title IX are now coming of age.

Four new professional leagues offer chances for women to play basketball, soccer and baseball. Olympic organizers are encouraging more female participation by mandating that 10% of national committee members are women, and international TV syndication boosts the role of women athletes.

10 Corporate leaders like links to women athletes. Finding some male athletes risky as endorsers because of fighting, spousal abuse or womanizing, corporate sponsors are turning toward women athletes, Lopiano said. Women are more likely to willingly spend time with youngsters and sponsors, and genuinely appreciate the sponsors' support. By backing women athletes, sponsors are showing respect for the female consumer.

Pressure for gender equity in purses for professional sports has been an unanticipated result, Lopiano said, as sponsors like JC Penny don't want to be criticized for having unequal purses for female and male tournament winners.

11 Big corporate players vie to support women's sports. The domino effect is helping women's sports, as corporate sponsors compete. Signature shoes for women are big. Schools are promoting women's athletics, like some intercollegiate conferences requiring sponsors to televise at least one women's sport in order to buy the rights to televise men's games.

12 Women have become interested spectators of men's sports. Women are 35-45% of all viewers of in-arena and TV sports, which means it's good business for sponsors to market to them, Lopiano said.

13 More spectators encourage women's sports. Families with daughters who play sports, grandparents and others find attending women's sports is more accessible because tickets are available, affordable and often supported by creative marketing appeals. Spectators find women's sports embrace women's values, such as finesse rather than fighting.

Lopiano predicted the movement will continue, with more women doing organized athletics, filing lawsuits for gender equity, entering sports-related careers, buying sports products and endorsing products. And men will get on the fitness bandwagon. ◆

Contact Donna Lopiano at the Women's Sports Foundation, Eisenhower Park, East Meadow NY 11554; (800) 227-3988.

Value Staff Too, Secretary Reminds Faculty

I feel compelled to comment on the article "Disappearing Deans" in the June 1997 issue.

As a secretary and alum of a California State University campus, I noted with disappointment that the author failed to include staff in the group of women who need to be protected in restructuring. She mentions administrators, faculty and students several times.

While this saddens me, it doesn't surprise me. I'm fortunate to have worked directly with female faculty and administrators who recognize the value of their female staff, and usually the majority of campus support staff are female. But I've also encountered many female faculty who consider us no more than paid servants, and low-paid ones at that. Yet these same women give lectures and interviews about how all women are to be valued and empowered!

Then they wonder why their female staff are less than enthusiastic about those wonderful articles and interviews. My fantasy would be to have all faculty and administrators, both male and female, spend a day or two doing their staff's work with the concomitant attitudes common in the faculty-staff relationship.

I enjoy your publication and am pleased to see that your mission statement does include staff. Now, if only some of your contributors would remember us as well!

Charlene Ashborn
Secretary, dean's office
College of Letters, Arts & Sciences
Cal State Polytechnic U-Pomona

I Agree, Author Responds

Kathryn N. Tuttle, author of "Disappearing Deans," responds:

I agree completely with Charlene Ashborn's comments about failing to include staff in the list of women who need to be protected in university restructuring. In my research I found that staff members in the dean of women's offices were often adversely affected by reorgnization and also protested against the demotions and firings of deans of women.

The omission was inadvertent and ironic as I have served as a staff member myself, and know the quantity and quality of work demanded of women staff in colleges and universities.

Stay Tuned, Editor Advises

Ed. note: Charlene Ashborn has agreed to continue to comment on staff issues and insights in future issues of *WIHE*.

Words to Think By

As a service to subscribers, we're creating a series of bookmarks featuring thought-provoking quotations which we'll send out with issues, invoices and renewal notices. If you have a favorite quotation you'd like to see in print, send us a fax or e-mail. Be sure to include the original source, as well as your name and phone, so we can give credit. By July 15, 1997 please.

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Learning to Lead with Soul

Campus spirit once conjured up images of homecoming festivities. These days students, faculty and staff complain that spirit has given way to apathy. You can't reinstate spirit by decree or a line in the budget. What you *can* do is give from your moral core to release the spirit the students brought with them to campus. Tara Loomis, assistant director of residence life at SUNY Genesco, and Judy Raper, doctoral student at the University of Vermont, call it *leading with soul.*

They modeled their leadership style in a session for more than 65 participants at the ACPA/NASPA conference in Chicago in March 1997. They asked participants:

- What characteristics mark a leader?
- Do you know people who lead with soul?
- How can we put such leadership into action?

"Your quest as a leader is a journey to find the treasure of your true self, and then return home to give your gift to help transform your organization — and in the process, your own life." This quote from L.G. Bolman and T.E. Deal's *Leading with Soul: An Uncommon Journey of Spirit* (1995) starts their workbook. Later pages ask:

1. Identify the qualities of a good leader.
2. Which do you embody? Which do you lack?
3. List your successes.
4. Identify a time you failed as a leader.
5. What did you learn from that experience?
6. Identify your gifts.
7. How have you given these gifts to others? How else might you offer your gifts?

Spirit can't soar when people keep silent about who they are, and hide their differences to fit in.

Leading with soul is dangerous business. It takes courage to accept our imperfections and be vulnerable. You need to be authentic to bring your essential self into your working relationships, but that's what it takes to nurture community spirit.

Marginality vs. mattering

Like any organization, a college or university is a family that may be either caring or dysfunctional. A leader's gifts of love, power, authorship and significance can empower individuals as connected members of the larger group, to create a "community of mattering." To generate specific behaviors to foster this community, they suggest:

- *Recall a time you felt like you mattered.* What was the situation? How did you feel? How did others contribute?
- *Recall a time you felt marginal.* What was the situation? How did others contribute to this feeling?
- *What did you do about it?*

Spirit exists inside each student, teacher and staff member. It tends to stay buried when people feel marginalized or excluded. The risk increases as formerly homogeneous schools draw people from more diverse backgrounds. Sharing in the cultures of two distinct groups without full membership in either can arouse contradictory feelings of pride and shame. Spirit can't soar when people keep silent about who they are, and hide their differences to fit in.

"Communities of mattering" foster dialogue and inclusion. We feel we matter when others depend on us, care about us and appreciate us. Mattering implies membership in a group and meaningful connections with other members. It values diversity by showing appreciation for the unique gifts each individual contributes.

Gifts of love

For all his bad-guy image, Indiana University basketball coach Bobby Knight modeled a gift of love. One of his star players became paralyzed, devastating his dreams of a professional basketball career. Knight persuaded the New York Knicks to use their final-round draft choice to draft the paralyzed player. Knight was leading with soul.

On a campus where apathy has replaced spirit, the problem may be that people don't care because they don't feel cared about. Caring requires listening to learn how people want to be treated. Do students, faculty and staff listen to each other? Do they share their experiences? How well do they know each other personally? How well do *you* know your colleagues and students?

Gifts of power

Chicago educator Marva Collins has her students start each day by affirming their responsiblity for their own lives. They haven't caused everything that's gone wrong, but have the power to choose how to respond. "Time and chance come to us all. Whether I decide to take that time and chance is indeed my own choice," her creed says.

Confidence that we can influence our world encourages us to invest energy in improving it. Obstruction and apathy fester when we don't think we can make a difference.

Some fear empowering others will diminish their own authority or undermine the school. Effective leaders don't give away their power. Instead, they help others find and use power from many sources. By spreading rather than relinquishing power, they keep the school strong to confront conflict without oppression or chaos.

Gifts of authorship

A sense of craftsmanship and accomplishment requires space within boundaries. To give the gift of authorship, allow students and staff the space to apply their own creative intelligence. Trusting people to solve problems does wonders for motivation. It often makes for better solutions, too.

Company spirit is high among Saturn employees, where anyone can stop the production line if she sees something wrong. Hierarchical bureaucracies note a surge in productivity when they stop requiring every decision to travel through the chain of command.

Gifts of significance

Poet Maya Angelou told an interviewer that her brother once told her, "You're one of the most beautiful people." His recognition was a gift of significance.

Rituals, ceremonies, music and stories can bolster the internal unity and cohesiveness of a tightly knit community. Campus spirit will rise again when students and staff feel like integral members of a caring community where they know their contributions matter. ■

–SC

Contact Tara Loomis at (716) 245-5793, Judy Raper at (802) 656-3480.

How to Retain African American Faculty Women

Faculty diversity takes more than simply hiring minorities such as African American women. You haven't achieved much in the long run if they leave after a few years.

A school that wants to retain African American women on its faculty needs to provide a receptive environment that will make them want to stay. And it needs to offer the support they need to get tenure.

Bonnie Hatchett, a social work professor at the University of Texas at El Paso, interviewed almost all the African American women on Texas social work faculties about the barriers and blessings they'd met in academia.

The number of interviewees was small (15) and Texas social workers aren't necessarily typical. Still, Hatchett's study is a step toward learning what factors help a university retain its African American women. She spoke at the Women in Higher Education conference in Fort Worth TX in January 1997.

Healthy diversity depends on more than legal compliance sustained by a revolving door of statistically interchangeable African American women.

Qualifying for tenure

The faculty revolving door often pivots around tenure decisions. One-third of the Hatchett's sample were instructors or lecturers, one-third tenure-track and one-third tenured. The tenured professors were less likely than the rest to acknowledge barriers for African American women in academia. "Sometimes people put blinders on and say 'I made it, you can too,'" she says.

The social workers ranked perseverance as the single most important personal quality African American women need to succeed in academia. Because of race and gender, they've needed to persevere at every stage of their lives to get ahead, and they've learned to expect obstacles.

Because publications routinely sway tenure decisions, tenure is most accessible to those African American women whose schools support their research, writing and conference attendance. Most of Hatchett's sample have strong scholarly interests and want to publish; research tied for the top answer to "What is the most personally rewarding aspect of your position?"

Hatchett describes five ways school can offer support:

- **Mentors and role models.** Everyone can benefit from role models and mentors to point the way. Nearly half the women named lack of role models and mentors as a barrier. It's a circle but not inevitably a vicious one: Schools can hire more minorities and women and promote them to senior positions, and the junior faculty will have more people to learn from. You can't leave it to the few already in top posts; they're overloaded already.
- **Balance in obligations.** A teacher is most likely to research and publish when she isn't spread too thin. Take steps to spread the load. Expect the same service obligations from men as from women. Watch for balance in committee appointments instead of filling minority "slots" mechanically. African American students often seek out teachers they can identify with. If you can't reduce a teacher's other obligations to offset this demand, hire and keep more minority faculty to share the obligations.
- **Dialog and community.** The women who thrive and publish draw sustenance from a community of support. Department size, faculty diversity and institutional culture all influence whether minority teachers experience isolation or dialog. "Is the competition so fierce that there is no communication, or is there an atmosphere of support?" Hatchett asks. Establishing an African American studies program at El Paso brought new African Americans to the faculty and created a safe place for those in other departments to engage in open dialog.
- **Valuing research interests.** Faculty with interdisciplinary interests such as women's studies or African American studies do best at schools that take their research seriously. It's a two-step process: Make tenure-track positions available in such fields, then give interdisciplinary research the same consideration as traditional research. Don't let rigid structures marginalize these scholars.
- **Funds to support research.** Research takes money. UT-El Paso has special faculty development funds for interdisciplinary research that may be overlooked when departments allocate research funds. Many women Hatchett interviewed are single parents, so a conference means paying for a sitter, bringing the child along or relying on a personal support network.

More than a statistic

Quota systems ranked high among answers to the open-ended question, "What are the barriers that impede progress toward academic success and achievement for African American women in academia?" Healthy diversity depends on more than legal compliance sustained by a revolving door of statistically interchangeable African American women.

To improve faculty retention, universities need to value the unique strengths of each individual and provide tangible support for her scholarship. Resist treating women and minorities as mere numbers or forgetting them once they're hired. "We need to provide a climate that fosters and develops diversity and the strengths individuals bring to the school." To do this we need to be aware of our own biases, Hatchett says.

Retaining minority faculty serves schools best. Greater numbers means more mutual support and emerging from the isolation they now find on many campuses. Those in senior positions can mentor new faculty, which will help attract and retain minority students.

Most importantly, colleges and universities will benefit from a rich variety of strengths and interests by faculty at every level. Especially during the current backlash against affirmative action, administrators must reaffirm that African American faculty women are diverse, creative individuals who broaden student exposure and enliven professional dialog. Value and support them if you want them to stick around.

–SC

Contact Bonnie Hatchett at the University of Texas at El Paso, Liberal Arts 116, El Paso TX 79968; (915) 747-5454.

Tips for Your Career in College Advancement

As public funding shrinks and schools are forced to generate more of their own resources, most are finding women are their best fundraisers. And women find it a pleasant challenge, when expectations are realistic.

Well over half (58%) of all development staff now are women, according to Martha Taylor, vice president of the University of Wisconsin Foundation. "When I started 23 years ago, women were probably around 25%."

But men still get most top jobs. Taylor estimates women hold 20% of the top fundraising positions, and "only half a dozen at most" are at major schools. Like a corporate CEO, she says, "Those people don't have a life. They have to be completely dedicated. And the travel! Sometimes they're away from the office 50% of the time. It's really vicious."

Dottie Mortimer, senior vice president for development at the Indiana University Foundation, thinks more women would accept the top job if given the chance. "There's frustration among some women at running into a glass ceiling," she says. "You see a lot of capable women in the No. 2 spots and not moving into the No. 1 spots. Women seem to have been most successful in smaller programs and at smaller schools."

If you want to help higher education and help people, it's a great field.

It's not a sale, it's a relationship

Despite the difficulties, Mortimer and Taylor believe women belong in college and university fundraising. Many are simply good at raising money.

"You have to be a good listener and sensitive to others," Taylor notes. "For a lot of women, fundraising is a very natural thing. Development was one of the first professions for women. Women were allowed to gather in groups for church work and synagogues and to help the needy and the community. It was an accepted behavior. We were taught to do for others."

But there's no question the job today comes with considerable challenges. Burnout and turnover are high, yet turnover is precisely what the profession doesn't need. "Turnover is a crisis in the development field because you need to build relationships over time," Taylor says.

In the past, boards and presidents often created unrealistic expectations by looking for quick money. "But private money takes a while to develop because it's based on relationships," Taylor notes. Sometimes it takes years to motivate a prospect to give.

"A developer can never give up on anybody. You've got to have a kind of evangelism. A lot of potential donors are looking for ways to get involved and they're looking for you to help them overcome their barriers to giving," she says. These conversations take time, so when boards have unrealistic expectations, turnover increases. "People know they can't succeed, so they leave." Fortunately many boards and presidents are "getting better educated," according to Taylor.

Another cause of turnover is "salaries get out of sync," she reports. Schools have to pay more to recruit new people than to retain experienced staff. Yet Taylor thinks this problem "is burning itself out because people are learning that salary isn't everything in the world." More and more employees are ranking quality of life issues ahead of a high salary.

Martha Taylor

What does a good developer need?

In at least one way, salary is a bigger problem for women than men. "Women have to have a big clothes budget," Taylor said. "Somebody should start a business renting clothes to women developers. Men can get by with one really good suit. But you have to show a sense of style. You have to relate to your audience," she commented. "You deal with a lot of people who have been frugal and conservative," so you need clothes that are well made and not too flashy.

Taylor estimates a woman can easily spend $4,000 a year on clothes. Special events, speeches and travel often require different kinds of clothing. "New York is all black. The South is pearls and lighter colors. Texas is a little more casual," she says. "You need all of these different looks."

Style is more than clothing. Women in fundraising need a sociable personality without being overbearing or overly friendly. "You have to show a sense of confidence and not fade into the woodwork," Taylor says. "You have to be a good listener, but people also have to trust you. You have to have a certain presence about yourself. You have to be a little outgoing," she advises. "You have to be able to go into a cocktail party and be able to talk to anyone about anything."

But the needs and sensibilities of the potential donor always come first. "You can't state your own opinion about abortion or politics or sex," Taylor points out. Developers can still be opinionated at home or among close friends, and they can be honest by explaining to donors that they'd rather not talk about a certain subject.

The need for sensitivity to politics and other subject matter extends to college policies. Sometimes a donor complains about a school's policy or a president's decision, but the developer can't take sides. "I might say I'm not happy with a decision but that we have to just go with it," Taylor suggests. "You have to really be a team player."

Eventually things may go the way the donor wants. "Things change," Taylor points out. When donors are unhappy, she advises, "you have to sit with them. You might say, 'I can understand, but until there's a change in the administration, this is the situation we must live with.' You don't lie, but you do have to be a good, empathetic person," she says.

"You're going to run into a lot of people who will say all women should stay at home," Taylor advises. "You have to explain your own situation, although development is easier to explain to many donors because it is such an acceptable profession." When asked this question, she explains her commitment to the school.

If donors who ask why a woman doesn't stay at home seem incredibly out-of-touch, consider that most donors tend to be conservative. "A lot of liberal people have gone into professions where you don't make as much money," Taylor said, so have less to donate. "And conservative people value private giving over government control. You need to be sensitive to all political and lifestyle choices."

Advice for aspiring developers

Mortimer advises women in development to stay true to themselves and their own integrity, network with both women and men, and set their sights on doing the best possible job. "In time, I believe this will lead to women reaching the top positions," she said. "The field is growing and offers lots of opportunities."

Taylor suggests women think about immediately moving into the areas of planned giving and major gifts. Traditionally, people enter these sub fields from annual giving, publications or research. But planned giving and major gifts "are the areas of leadership," she says.

"Learn to make calls on elderly people to discuss their wills. Development is not sales. People with a sales background can't just move into development," she explains. "The role is more like a bank trust officer, where you're working with people over time."

To combat burnout, Taylor shares tips that have helped her survive more than 20 years in the field:

- **When possible, seek time off** to compensate for the extra hours spent traveling.
- **Pace yourself.** "Your in-basket is always going to be way more filled than you ever can handle," she said. "In development, you're a self-motivator. You have to figure out who you're going to see." The problem with this is that "people are their own toughest taskmasters." Give yourself a break, she advised.
- **Take time to reflect on your work**. Attend conferences or write an article on what you're doing.
- **Don't get in a rut.** "You can get burned out in repeating yourself over and over again," she said. "Do something different with your calls, get new ideas, and ask your donors what are the most helpful questions in their estate planning."
- **Take on new projects.** "After you finish a campaign and have rested for a while, you need a new project," Taylor said.

Through the years, she has remained excited about her own work. "The faculty is doing such interesting work that has such an effect on society," Taylor said. She pointed out that both developers and donors contribute to work that may affect people's lives over the next three or four generations. "If you want to help higher education and help people, it's a great field." ◆

– DG

Contact Martha Taylor at (608) 263-5762 or Dottie Mortimer at (812) 855-5153.

Women Working in Military Academies: What's the Difference?

Denise Cohen's position as a woman athletics administrator on a military campus differs significantly from most academic or even athletic departments. At the U.S. Air Force Academy:

- **Athletics gets top status.** Since the school's stated mission is to provide education in military, academic and athletic arenas, athletics gets a major emphasis. Every single one of the 4,100 cadets must be on either a varsity, club or intramural team. The AD is a member of the senior management team.
- **Athletics gets top resources.** With a budget of $16 million, the department funds 27 sports, virtually each with its own facility and head coach, including 10 sports for women. "We have a tremendous amount of resources in staff, facilities and funds," Cohen said, "and women get their fair share." The 650 female cadets comprise about 15% of the cadets, but about 40% are on varsity teams, she said, noting that in athletics, you might as well go for varsity status.

Her department includes phy ed classes, varsity sports, intermurals and even the U.S. Air Force Academy gift shop, which Cohen says is the largest tourist attraction in Colorado Springs with $5 million in annual sales.

- **The military "I can do anything" attitude pervades the school and the department.** Led by males with past successes as pilots and athletes, the department values military experience.
- **Change is constant.** With rotations of two or four years, staff and leaders change regularly or even at whim and most new leaders need extensive training.
- **Gender inequity is expected, since the military system is patriarchial.** "At other places, I expected to be treated as an equal and was often disappointed. Here I know exactly that I'll be an afterthought," she says.

Besides gender, she feels like an outsider in other ways. "I present such a different viewpoint. I'm a New Yorker, I'm a Jew, I'm passionate, I'm a civilian. As senior woman administrator and NCAA compliance director, I often have to tell people what they don't want to hear."

- **The military is a way of life, not just a job**. Change is slow because people can't go out on a limb and say what they really think: Their whole lives are at stake.
- **Acronyms are a separate language.** If you think academic departments are separated by their academic jargon, try the military, Cohen advises, where everything is an abbreviation. And battlefield metaphors are rampant, including her favorite: "Don't fall on your sword."
- **Respect comes with the position, not the person.** As a civilian equivalent in rank to a colonel, Cohen is outranked only by generals and gets instant respect. But in the military, people are called *sir* and *ma'am*, the chain of command is sacred, and rank has its privilege. All these factors make it difficult to foster the collegial work environment many women prefer.

Denise J. Cohen, Senior Woman Administrator in Athletics
United States Air Force Academy, Colorado Springs CO

You learn to sit back and decide what's important to you, and how to get it. Let the rest roll off your back. Let mistakes happen.

It's pretty heady business for a 36 year-old woman, being the equivalent of a colonel in a military atmosphere where rank is everything. But it's sometimes lonely and frustrating for Denise Cohen, as senior woman administrator at the U.S. Air Force Academy in Colorado Springs.

"I'm the only woman administrator in my department of 270, and I'm the first civilian woman," she said, arriving two years ago when the academy changed to NCAA Division I status. "We got $1 million from your government to make the change."

As a veteran of stints in the athletics departments of three schools, Cohen came to the academy in August 1995 to make a difference and effect change. "And I have made a difference, as a role model" and as the conscience of the department, she says.

Her route to a key position

While earning a BA degree in psychology and economics from Bucknell University in 1983, she lettered in volleyball, basketball and softball, captaining the last two.

• Her first administrative job was at Molloy College NY from 1984 to 1990, where she was AD and assistant basketball coach, picking up a master's degree in sports management from Adelphi University NY in 1987. "I did as much as I could there," she says. "I was the token Jew in a Catholic nursing school. Mom wanted to know when I was going to get a real job," Cohen quipped.

Ask yourself how you can use what you've learned where you are, to move on to the next job.

• In 1990 she moved to the University of Hartford CT, a Division I school not too far away, where she was assistant AD, interim AD and women's golf coach. When passed over for AD because she was seen as lacking enough experience, Cohen decided to round out her resume by moving to a school with a football program.

• In 1994 she went to University of the Pacific CA as senior woman administrator and marketing director. But the school dropped football the next year to save money.

• In contrast, the Air Force Academy's newly created position of senior woman administrator, as required by the NCAA, and healthy budget looked very attractive.

Having been at the Air Force Academy almost two years, Cohen has learned and taught her colleagues a lot.

Advice for colleagues

Based on what she's learned from both military and athletic aspects of her job, Cohen has some advice for women:

• **Expect to work hard, demonstrate integrity, communicate well and accept criticism impersonally.** Cohen says women must earn respect, which isn't always easy. And women have to understand that criticism usually is not personal. "A lot of things are said and done out of jealousy and envy, or by men just not knowing how to deal with women."

Denise Cohen

• **Learn to choose your battles.** Patience is what she's learning from this stint in the military. And when she gets frustrated with the system? "You learn to sit back and decide what's important to you, and how to get it. Let the rest roll off your back. Let mistakes happen. As a young person, everything was important," Cohen recalls. "Now I've learned to pick my battles more carefully." A strategy is to watch people interact in meetings, notice where they're coming from and appeal to their perspective, while educating them as to the impact of their decisions.

• **Find a support system outside your school.** Having a support system on campus would compromise her position at so small a place, Cohen finds, so she's made a conscious effort to make friends outside the academy. At conferences and programs, she can swap stories and strategies with others and find she's not the only one facing very challenging situations. "You feel better about what you're going through," she says.

• **Recognize that getting jobs in athletics is all about who you know.** "Do as many internships and meet as many people as possible," she says. "The more people you know, the better off you are, if you're doing a good job."

• **Don't be afraid to move to a new job.** "Women tend to stay where they are. If you move to a new job, it's an increase in salary of $10,000 to $15,000 right away," Cohen explains. "If the situation is bad, don't stay and be miserable."

Since networks rule athletics, a woman trying to break into the field needs to identify a job she wants, then call any contacts she has in athletics who can then call the hiring search committee on her behalf. "Women don't use networking enough," she finds, so they're at a disadvantage.

In looking for a new job, especially if it's serving at the pleasure of the president or AD, make sure it's someone you trust and feel connected to. "If you have a good relationship, you can walk into the office and share how you feel, and still be OK the next day," Cohen says.

Ideally, a woman's career should follow a path that need make sense only to her. "Ask yourself how you can use what you've learned where you are, to move on to the next job," Cohen says. ◆

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In Defense of Fireworks

This being the month heralding our nation's 221st birthday, on or about July 4 most of us will head for a hill with a blanket to watch the celestial fireworks that each year become more complex and spectacular.

We anticipate and enjoy the display, their what-you-see-is-what-you-get joyfulness being a national communal celebration of gaudiness.

The annual fireworks present a stark contrast to the worship of subtlety that now pervades most college and university campuses, impairing communication with its drab gobbledegook jargon that cloaks our true meaning.

In an attempt to smooth out the rough edges and make thoughts seem more acceptable, we are losing the ability to communicate openly and honestly. By couching our speech in acceptable yet boring phrases, we are destroying the richness and uniqueness of our words, and eventually our very thoughts.

- In her recent book *Extra Innings*, Doris Grumbach refers to the "fraudulent surface of civility" that pervades academic committee meetings. We have been so socialized to be nice that people often fail to perceive what we really mean. Fireworks are banned in and around campus. Heaven forbid that one academic could tell another outright that her idea or paper stinks!

This patina often works to the detriment of women on campus, whose antennae may fail to perceive the vicious undercurrent of another's remarks. Or, the opposite is true. Women become so paranoid that the slightest comment is interpreted as a personal insult.

- I recently received an invitation to write what is technically called a promotional blurb for the back cover of a book. I liked *The Smart Girl's Guide to College*, as it offers down-to-earth descriptions of various types of college campuses by their inmates, students who have chosen to go — and stay — there.

In preparation for writing it, I began paying attention to the back covers of books occupying my nightstand. I discovered even blurbs, formerly pithy reports of why a person should read the book, have been sanitized. Of course, that didn't stop me from writing what I considered a good blurb should be. Surprisingly, the publicist agreed and will use it on the back cover when the book comes out in September.

- An executive whom I meet at various academic conferences made a habit of wearing red. Fire red. Whether it was a "power red" or a personal choice because it goes well with her hair color, I don't know. Recently I heard that she had been advised not to wear red because it's too flashy!

Oh, come on! Has the clothes patrol now declared it politically incorrect to wear bright colors? Doubtless they're in cahoots with a researcher at Penn State who recently compared women's clothes with their personal psychological profiles. Their conclusion was that the young woman who habitually wears bright contrasting colors tends to be unsure of herself.

Personally I believe the world needs more red and less brown. More Tommy Hilfiger and less J. Crew. More fireworks and less fog. In fact, when a friend noticed that my prescription sunglasses not only clarify the world but intensify the reds in sunsets, she accused me of "cheating." My response was: Who am I hurting if I choose to see the sunset, and the world, through rose-colored glasses?

You'll note that *WIHE* is a reflection of this belief. Women especially tend to dilute their statements, carefully couching their words in qualifiers until they can offend nobody, skewer only the air and have little effect. No fireworks, only fog.

One of the caveats for editing copy here is to make sure the statements clearly say what they mean, not water them down with so many qualifiers that the result is gibberish. Teaching this to aspiring writers only serves to underscore its importance.

Responses by readers have been varied. Some don't seem to notice our editorial slant is toward the new, unique and distinctive, and away from the old and traditional.

Others delight in our distinctiveness.

Still others, I'm sure, cancel their subscriptions.

I believe our role is to share information that can make women more successful on campus. If its presentation is so boring you can't stay awake long enough to get through an issue, what's the point?

Viva the fireworks. Now if I can just find a place to watch them from my new red convertible, the holiday weekend will be truly memorable! ■

Mary Dee

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Why a President Adopts the 'Servant Leadership' Philosophy

Most administrators have heard the term "servant leadership" and have a rough idea of what it means. But the concept is deceptive in its simplicity. Really internalizing and applying its truths to colleges and universities can be a challenge for many years.

Sanford C. (Sandy) Shugart, president of North Harris College TX, shared his experiences in learning to understand and apply the concept at the Righting the Standard conference, held in Phoenix in June.

Servant leadership, a principle popularized by Robert K. Greenleaf, represents a fundamental reorientation to core values for both leaders and schools, putting people and ethical considerations ahead of short-term gains and personal self-interest.

Shugart explained how the servant leader approach can address ingrained institutional problems, and recalled three epiphanies over his last 13 years in higher education that pushed him toward it.

- His first epiphany occurred at age 26, not long after Shugart was first hired as president of another college, with much of his career journey still ahead of him. A colleague came to his office and explained how he had inadvertently hurt her, and shared her anger with him. "I wasn't being who I am at work," he realized. "Work was changing me. If I didn't shape up pretty soon, it would be too late."

Shugart realized our work has a lot more influence on us than we have on it, and the traditional organizational life is often out of sync with our real personhood. At home, there is acceptance, support and love; but people don't typically find these qualities at work.

"When you leave the house, you leave creativity, risk-taking, love, compassion, and wonder at home. You take techniques, rules, and fear to work," he observed. "When you get up to go to work, you leave 20% of yourself in bed. You leave another 20% at the door. You leave another 20% in the car. And you leave another 20% at the door of the workplace. When you finally arrive in the office, "you function as only 20% of your true self."

- The second epiphany occurred when Shugart attended a conference cocktail reception with a lot of top male leaders in higher education. Conversing belly-button-to-belly-button, he heard these men bemoan their "poor us" status, damning their faculty and boards for not appreciating the good they do.

Listening to their complaints, Shugart realized, "These people once had been bright, creative and gifted leaders. This is what I'll become unless I make a concerted decision not to become like them."

- The third epiphany came a few years later, after he'd accepted the presidency at North Harris and had been working to become a servant leader for about a year. When Shugart arrived on campus, the college operated as a classic authoritarian, controlled patriarchy. "Incompetence was supported over those who challenged the status quo," he noted. The philosophy was one of self-service, and the outgoing president had made out class schedules for the faculty's convenience. There was no public transportation to the college, and the suburban campus attracted almost exclusively suburban students.

A student came to Shugart's office in tears. She had requested but been denied a tuition refund, because of a personal tragedy: her fiancé had died five weeks into the semester. Shugart immediately granted the refund but wondered: "Why didn't the first person she asked grant the refund? Why did she have to go to the president?" He realized the answer had to do with "how we structure the institution."

How servant leadership can help

Shugart thinks the concept of servant leadership can help both the problems administrators face and the administrators themselves, as they define their own individual leadership roles. Robert K. Greenleaf developed his ideas on servant leadership while at AT&T, and although he died in 1990, his ideas are still being published. (See *On Becoming a Servant Leader*, Jossey-Bass, 1996.)

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Gardens

The formal landscape stands
ordered monument to mastermind and hands

Each subservient row
disciplined by shear and hoe,

In organic symmetry, sculpted sphere and line,
Not for love of life, but devotion to design

was this infertile illusion crafted
every uniform blade to one will drafted

bearing no largesse to riotous leaf or unruly root,
the master gardener's tyrannous vision absolute

There are other gardens
whose verdant chaos is infested with creative possibility,
Borderless communities of bright souls, they
blend, compete, complement, propagate.
Fertile diversity caresses eye and cheek and olfactory,
embracing with equal passion prima dona poppy,
dusky humus, sultry fern, honest grass,
each sworn only to Mendel's oath of self-expression
There is no caretaker here, only caregivers,
inconspicuous in quiet devotion to serve, not control,
to nurture with extravagant love
each unplanned form and unconscious, self-absorbed delight
for the sheer love of life

— Sanford C. Shugart, 1996

According to Greenleaf: "A new moral principle is emerging which holds that the only authority deserving one's allegiance is that which is freely and knowingly granted by the led to the leader in response to, and in proportion to, the clearly evident servant stature of the leader." Shugart translated: "You may be under the authority of somebody, but you will give allegiance only to those you trust."

Greenleaf said a servant leader exhibits these behaviors: Persuasion over coercion; "entheos" or sustaining spirit over ego; foresight over control; listening over directing; acceptance and healing over judgment; the art of "systematic neglect" over perfectionism.

For example, in "foresight over control," Shugart recalled his predecessor advising him to make changes in the institution during his first six months, the honeymoon period. Shugart found this advice to be "stupid, arrogant hogwash."

Shugart called "listening over directing" the most difficult behavior for him to adopt. "The servant leader asks intelligent, probing questions. In the best meetings, the decision then just happens," he said. Sometimes you can't even tell who made the decision.

To determine whether a decision supports servant leadership, Greenleaf suggested asking these questions:

"Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? What is the effect on the least privileged in society: Will they benefit, or at least not be further deprived?"

The tricky part: The institution as servant

While it's possible for many administrators to begin to understand how servant leadership can benefit everyone in the organization — including themselves — the real challenge lies in transforming the organization itself so that it, too, works as a servant.

Many organizations work first to establish and maintain themselves. For example, consider how the IRS and many hospital emergency rooms actually work: Filling out their forms often takes precedence over service.

Sandy Shugart

Greenleaf says what's needed are "regenerative trustees," and problems occur when the top leaders have "an inadequate concept of trust" and fail "to accept a more demanding role." They need to pick up and use the two-sided coin of trust and responsibility, knowing that increased trust brings an obligation for added liability and personal involvement.

Servant institutions modify the hierarchy into teams based on the principle of "first among equals." Shugart gave the example of a group of department chairpersons who wanted him not to replace a retiring dean. Instead, the chairs worked out how to make budget decisions themselves and became generally more assertive and risk-taking.

Schools operating as servant leaders honor questions and criticisms, and acknowledge and attend to the corrupting influence of power. Shugart suggested the way to do this is to make everything public. "There are no little secrets, so you can be up front about everything," he said.

In addition, servant institutions hire by character and not technique, and build trust by performance, rejecting both blind trust and trust based solely on charisma. Shugart pointed out, "Walt Disney created ideas, not George Patton."

One of a president's challenges is balancing the stability of good administration with the creativity of leadership. Shugart said, "I have not been comfortable creating chaos. Our administration is more like air traffic control: we don't control anyone but monitor where they are."

A success he noted: "People are creating their own work projects and have a sense of where they fit" within the mission of the organization. And their projects support the organizational mission of servant leadership. ■

—DG

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WOMEN
IN HIGHER EDUCATION

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Now Minorities Reject UC Law Schools

Not only has California's Proposition 209 decreased the number of minorities accepted at the University of California law schools, but many of those accepted have chosen to enroll elsewhere to avoid being spotted out.

At UC-Berkeley, none of the 14 blacks admitted for the fall class of 270 will enroll. Last year, 20 of the 75 blacks admitted did enroll. Of the 48 Latinos admitted, 18 say they will enroll, compared to 28 who enrolled last year.

At UCLA, enrollment of both blacks and Latinos is expected to decrease compared to last year. So far, 10 blacks and 41 Latinos are expected to attend.

UC President Richard C. Atkinson said he was "saddened and disturbed" by the low numbers, pledging to redouble efforts to persuade minorities to attend. "A diverse student body is important to the learning environment of our students and is vital to the future of our state," he said.

UC Regent Ward Connerly, who led the effort to end racial preferences in admissions both by the regents and in a November statewide initiative, blamed administrators for creating a hostile environment for minority students. "I really wonder whether some of this is not being manipulated to produce the worst possible outcome...," he said, according to the *Los Angeles Times* on June 28, 1997.

At the NAACP's annual convention in Pittsburgh, civil rights leaders planned a major demonstration to call attention to the effects of ending affirmative action in Texas and California.

They also planned to ask President Clinton to put his power where his mouth is. Last month Clinton renewed his support of affirmative action, so this month NAACP leaders planned to ask him to instruct Atty. General Janet Reno and Education Secretary Richard Riley to check whether schools are complying with all federal standards for admissions, especially those in the Texas and California university systems.

Both Sides to Appeal LSU Title IX Ruling

Neither the five women who sued Louisiana State University for gender bias in athletics nor the University like the U.S. Court of Appeals judge's final order in the case.

The five women athletes are unhappy because Judge Rebecca Doherty said the three soccer players didn't have a case but the two softball players did, they couldn't sue AD Joe Dean or the chancellor personally, the gender bias by LSU was unintentional so no punitive damages are due, LSU attorneys got only a slap on the wrist for concealing relevant documents, and ironically LSU's plans to comply are "sincere."

LSU plans to appeal "any and all findings that LSU is or has been in violation of Title IX," the federal law that prevents gender bias in schools that accept federal funds, according to *The Advocate News* (Baton Rouge LA) on June 16, 1997.

Women Athletes Lead Graduation Rates

Utilizing academic benefits exclusively for athletes like special tutoring, academic advising and required study halls, women athletes lead the way in keeping the overall graduation rate for scholarship athletes slightly above that of non-athletes.

For students who first enrolled in the 306 Division I schools in 1990, women athletes graduated at a rate of 68% within six years, compared to 56% for the entire student body and 53% for male athletes.

With their eyes on the pros or being underprepared academically, male athletes graduated at much lower rates. Only 45% of male basketball players starting in Division I schools in 1990 had graduated by 1996, compared to 54% of the entire male student body. Only 52% of male Division I football players starting then graduated by 1996, compared to 58% of the male student body in those schools.

Black female athletes graduated at 59%, compared to 42% of all black female students, while white female athletes graduated at 70%, compared to 61% of all white females.

Rates vary greatly by school. At Prairie View A&M TX, 100% of athletes graduated, compared to less than 30% by nine schools, including state universities at Chicago, Tennessee and Cal State-Fullerton, and universities at Arkansas at Little Rock and Texas at Pan-American.

Overall rates have varied by only 3% or less in the last five years, when stricter academic standards went into effect.

Graduation Rates by Race, Sex and Sport

	Females	Males
• **Overall student body**	**58%**	**54%**
white	61	57
black	42	33
• **Athletes**	**68**	**53**
white	70	57
black	59	43
• **Basketball players**	**67**	**45**
white	74	58
black	58	39
• **Football players**	**NA**	**52**

Information covers students first entering 306 NCAA Division I colleges and universities in 1990, as provided by *The NCAA News* on July 7, 1997.

Harassament Hot Topic at Simon Fraser U

After a 22-year-old student reported swimming coach Liam Donnelly at Simon Fraser University in Vancouver had forced her into a sexual relationship between spring 1994 and fall 1995, a university panel decided he violated the school's harassment policy and President John Stubbs fired him in May.

On his lawyer's advice, Donnelly did not respond to the complaint, claiming the panel had no jurisdiction. Later he said he was the victim and she had harassed him.

Under a settlement reportedly approved by the president, a $12,000 payment to the student compensates for a lost scholarship, lost earnings and injuries to her feelings, according to the Toronto *Globe and Mail*. She would also be given credit for a course she did not complete and be allowed to graduate.

The paper reported Stubbs had also suspended archeology professor Mark Skinner until August 1998 after a harassment investigation in March.

In light of the controversies, President Stubbs has proposed wide-ranging revisions to the university's sexual harassment policies, which a committee is considering. Reports come from the Toronto *Globe and Mail* on June 9, 17, and July 7, 1997.

College Selectively Enforces Overnights, Expelled Student Charges in Lawsuit

For three years, Aliya Peerzada attended Thomas Aquinas College CA, until she took time off to work — and got engaged. Returning to the top-ranked Catholic liberal arts college in the fall of 1996, she began spending some nights off-campus with her fiancé, violating college rules requiring unmarried students to stay on campus.

Expelled in December, she filed suit in June 1997 for invasion of privacy and civil rights violations. Charging the school turns a blind eye to males who stay off-campus but has selectively enforced the policy against her, Attorney Andrew T. Koenig said, "She enrolled in a college. She didn't enroll in a convent."

"Here's a school that has people of all religions, all thoughts, and they think they can be as controlling as telling a person where they can go on their holidays," Peerzada said.

Denying accusations of a double standard, Peter L. deLuca III, VP for finance and administration, said the policies "are applied very evenly" but the school may not be aware of all violations. "We take very seriously the moral teachings of the Catholic Church," he said, according to *The Chronicle of Higher Education* of July 18, 1997. Additional info from the *Los Angeles Times* on July 6, 1997.

Cornell Workshop Infuriates Women Faculty

Perhaps their hearts were in the right place, but their minds were out to lunch when they set up a faculty workshop on improving the environment for women engineers at Cornell University NY last month.

Not only did the invitations go to only male faculty in the college of engineering, 190 of the 205 members, but topics focused on negative perspectives. They included how males could protect themselves from "incrimination" and "liability" in working with female faculty, "dealing with emotional students" and "legal/liability aspects of teaching, advising and working with women students and faculty."

Calling the memo "appalling" and "alienating," the 15 women engineering faculty said the workshop should focus on the positive ways women and men can interact, not view women as a source of danger. Dean of Engineering John E. Hopcroft agreed, canceling the August workshop. The memo was written by a committee of administrators, five women and one man, from various parts of the university.

The snafu may have a positive effect in calling attention to the lack of sensitivity and the need for increased effort to hire more women in engineering faculty. "Now that we have their attention, maybe we can make something positive out of this," said Stephen Sass, professor of materials science and engineering, according to *The Chronicle of Higher Education* on July 11, 1997.

Date Police to Regulate PDA at Oxford U

Those unattached Brits studying at Oxford University have complained about fellow students' public displays of affection on campus.

As a result, the student government appointed an enforcer to patrol the grounds. Petting was banned entirely from one dining hall, while another facility was divided into two zones, one each allowing light and heavy petting.

In addition, sexual intercourse was banned from libraries between 3 and 8 a.m., according to *The Atlanta Journal-Constitution* on July 1, 1997.

VMI Expects 32 Women Cadets in Fall Class

With full packs and sweaty brows, 19 of the 32 women expected to break the 158-year-old gender barrier attended a four-week orientation session at Virginia Military Institute last month.

Under Supreme Court order to admit women, the school got applications from 91 women, admitted 67 and got $300 deposits from 32. Classes start August 18 for them and the 425 new male cadets who so far have made deposits.

The orientation helps cadets prepare for the physical and emotional rigors of cadet life as "rats." It includes physical training and intramurals but not uniforms and haircuts. VMI hopes to avoid the embarrassment faced by The Citadel last year, when two of its four female cadets quit after vicious hazing by male cadets, 14 of whom were disciplined for the attacks, according to *The Atlanta Journal-Constitution* on July 1, 1997.

Report Cards Show Continued Bias Against Women Athletes on Most Campuses

With data from 767 schools on participation rates, scholarships, expenses and recruiting, the Women's Sports Foundation issued report cards rating each on their gender equity for athletes.

Although women outnumber men at most schools, they generally get about one-third of the resources. Especially in schools with football, women's sports suffer, as do men's non-revenue sports.

"It's excessive growth in men's sports" and overspending of funds on them, explained Donna Lopiano, executive director of the foundation, and then pitting women's sports against men's non-revenue sports.

Six major findings in the report:

- **Teams**. From 1978 to 1996, women netted 1,658 new sports programs while men netted 74. Only those schools with huge programs for men in football and basketball decreased their total opportunities for men by a total of 152 sports. In all other groups, opportunities for men rose by 226 new sports.
- **Participants.** Females continue to have fewer opportunities to compete. Although 53% of students are female,

they are only 37% of NCAA athletes.

- **Scholarships.** Females received 37% of scholarship dollars, or $142,622,803 less than males in the 767 schools across all divisions.
- **Recruitment.** Again women got the short end, with just 26.6% of recruitment funds spent on them.
- **Expenses.** Similarly, the schools spent just 27% of their budgets on their women's teams.
- **Coaching.** Women held just 2% of all full-time head coaching jobs for men's teams, while men held 45% of those for women's teams. In Division 1-A (big-time football), head coaches of women's teams earn an average of 63 cents for each dollar earned by head coaches of men's teams. The gap is consistant across all divisions.

The 36-page report is available by calling (800) 227-3988.

3% Faculty Pay Raises Retain Gender Bias

Faculty pay raises of 3% this year, according to the AAUP survey of 2,236 schools, fail to keep pace with inflation at 3.3%, and continue a small gender gap that widens at research schools.

Linda Bell, who heads the committee issuing the report and teaches economics at Haverford College PA, said the gender pay gap is about 10% among full professors at research schools, 8% among assistant profs at the schools, and 5% for full professors at comprehensive and baccalaureate schools. The report does not consider length of time in rank or other factors.

The gender pay gap is less in academia than in other professional fields, Bell said, but it persists.

Average Faculty Salaries by Sex, Rank and School Type

	All		*Public*		*Private*		*Church*	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**
Professor	$60,702	$68,884	$59,468	$67,175	$69,455	$80,018	$54,576	$60,731
Assoc Prof	47,284	50,910	47,266	50,836	50,281	54,006	43,913	47,564
Asst Prof	39,643	42,256	39,889	42,457	41,595	44,919	36,674	38,435
Instructor	31,242	32,489	31,268	32,644	32,732	33,535	29,851	30,645
Lecturer	32,945	37,006	32,186	36,076	36,960	41,727	32,001	34,913

Source: AAUP 1996-1997 data from full-time non-medical faculty

Cal State-Northridge Overspends on Football, Chooses to Cut Four Men's Sports

A choice to join the Big Sky football conference last year, plus a $800,000 athletic department deficit and a court settlement promising gender equity have caused California State University-Northridge to eliminate men's baseball, volleyball, soccer and swimming.

Although 57% of its students are female, they make up only 45% of its athletes, which is expected to rise to 49% by fall.

Under terms of a settlement of a 1993 lawsuit by the California chapter of the National Organization for Women (NOW), all Cal State campuses must raise their ratio of female athletes to within 5% of the percentage of female undergrads and spend within 10% of its budget on women by the 1998-1999 school year. Because the school chose to join the Big Sky conference, it had to retain its football team and sacrifice the four other men's sports.

"If proper planning had taken place, none of this would have happened," said Betsy Alden, AD at San Francisco State and president of the National Association of Collegiate Women Athletic Administrators.

"This is certainly not what we had in mind," said Linda Joplin, a NOW official who led the 1993 lawsuit. "I think Northridge is not living up to the spirit of the agreement," the *Los Angeles Times* reported on June 12, 1997.

'Fair Play Act' Publicizes Sports Equity Info

Now schools must report by gender rates of participation in sports, operating and recruitment budgets, scholarships, revenues and coaches' salaries. But the data is hard to obtain and evaluate, so two female lawmakers want to make it more accessible.

Sen. Carol Moseley-Braun (D-IL) and Rep. Nita M. Lowey (D-NY) are sponsoring bills that would direct the schools to send the data to the U.S. Department of Education, which would then:

- **Publish an annual report** of the aggregate data, including trends, and data by school and by conference.
- **Put the report on the World Wide Web.**
- **Establish a toll-free number** to access the data.
- **Notify high schools** that the data is available, so college-bound female athletes could make wise choices.

"This legislation is the next logical step in the continuing effort to expand athletics opportunities available to women," Moseley-Braun said. It requires no more work by schools, since they must already report the data by October 1 each year under the Equity in Athletics Disclosure Act passed in 1994, she said.

The bill would strengthen the enforcement of Title IX, the federal law passed in 1972 assuring gender equity on campuses receiving federal funds, according to *The NCAA News* on June 30, 1997.

Honig, Husband Find Home at Northwestern

Rejected for tenure by Harvard University despite a stellar reputation, political scientist Bonnie Honig and her husband Michael Whinston will both accept a long-standing offer at Northwestern University IL this fall.

Her tenure denial by President Neil Rudenstine was greeted with "shock and dismay" by 15 Harvard faculty women, who urged him to reconsider in light of his recent public statement about wanting more women faculty.

The day after the Harvard rejection, a caller from the Massachusetts Institute of Technology political science department also wanted to offer her a tenured post. The couple chose Northwestern so they could live in the same city, according to the *Boston Globe* on June 5, 1997.

Budget Time Produces Gourmet Jargon

University of Wisconsin System President Katharine Lyall, in the midst of budget negotiations with state lawmakers, has chosen food talk to discuss her recipe for success at the University.

"We're in that stage of cooking when all the ingredients we need are set out on the counter," she said of various budget proposals. "Pretty soon we need to put the cake in the oven and see if it rises."

The mix of ingredients include competitive pay raises, financial aid, new teaching technology and a proposed tuition increase, according to the *Wisconsin State Journal* on June 23, 1997.

Georgia Schools Team Up to Revise Science Teaching

They said it couldn't be done: real teamwork by universities large and small, public and private, urban and rural, one of them historically black. The five schools training most science teachers in Georgia overcame barriers to change how high school science is taught.

And change is desperately needed. Two-thirds of new U.S. workers are women, but few women specialize in the science, math and engineering basic to modern technology. Since the problem starts before college, solutions need to address K-12 teaching of science to girls.

With help from the NSF funding and co-sponsorship by the AAUW and the Georgia Initiative in Mathematics and Science (GIMS), Clark Atlanta University and four members of the University System of Georgia created InGEAR (Integrating Gender Equity and Reform) to reform science teacher training. Two years into the three-year project, a panel reported at the AAUW's June symposium at Anaheim CA.

> ***It helped that most of the people involved are women who are used to teamwork and setting aside personal or institutional agendas.***

A pretzel partnership

Each university led one "strand." Like a pretzel, the strands are so interwoven you can't tell where one ends and the next begins.

- **Institutional self-study**. Each school surveyed faculty, deans and others to diagnose its own climate. Clark Atlanta found only one female science professor with tenure. Nearly 10% of the faculty are women at Georgia Tech, but it's a revolving door, according to InGEAR principal investigator Carolyn Thorsen. Women engineering students at Tech change majors half again as often as men, mostly fleeing mechanical and electrical engineering.

- **Faculty development.** Most people teach the way they're taught, so college methods spill over into K-12. InGEAR activities on each campus help professors and graduate assistants "get it."

The strand leader adapted Myra and David Sadker's instrument to code faculty interaction in the classroom, spotlighting gender imbalance in behavior that looks fair at first glance. "We're so acculturated to expect this that we don't notice," Thorsen says. Graduate assistants at Georgia State coded 20 professors' classroom interactions four times over two years, with a debriefing after each. With each effort, the professors improved. At Georgia Tech the president's office put up $20,000 for gender equity workshops for the entire faculty and staff.

- **Resource toolkit.** For a fascinating guide to books, articles, videotapes, organizations, camps, college courses and web sites, complete with hypertext links and contact information, check the Web site at *www.coe.uga.edu/ingear/welcome.html*. The strand leader compiled the material and set up the site. The five schools helped locate and screen the material, which they can use to plan professional development and curriculum.

- **Model teacher training program.** All except Georgia Tech offer education majors. The strand leader explored ways to infuse gender equity into every part of the existing education curriculum without unduly burdening either students or faculty. Like other strands, the curriculum revisions may take different forms at each school. To get maximum impact with minimum disruption, the reforms piggyback on the multicultural education concepts already in teacher training. "It's the same problem: How do you broaden people's thinking to include people who don't look like them? People resist change, especially scientists and engineers," Thorsen says.

The challenges of working together

Like individual academics, schools are so invested in autonomy that collaboration seems impossible. But the costs are huge. When each institution invents its own wheel, the professionals spend more hours and build flimsier wheels. It takes time to research existing studies and experiments, let alone design new programs.

One challenge is to team up constructively when needs and contexts are so diverse. The University of Georgia in Athens has five times as many students as Clark Atlanta. Georgia Southern dominates rural Statesboro, while the three other campuses are in urban Atlanta. Georgia State is non-residential and offers teacher training for both its own students and those from Georgia Tech.

The key is making the project goals primary over personal or institutional goals, Thorsen says. No matter what their ultimate priorities, collaborators need to focus on the project without interrupting, "But that won't work at my school because..." Differences must be set aside long enough for common goals to push the work forward.

Another challenge is to balance duplication of efforts and segmenting the project into discrete parts with no interaction. The group's first NSF application came back with the comment, "This looks like a set of unrelated projects." The InGEAR group kept talking and built team spirit. Their next grant proposal included quarterly meetings, now increased to monthly plus an annual retreat. "I believe the time spent together is absolutely necessary for collaboration to work," Thorsen says.

Continual feedback keeps InGEAR growing. After the advisory council called the project "all push and no pull," asking if principals want the kind of teachers InGEAR would produce, the team is working on a video to stimulate demand with parent-teacher groups.

It helped that most of the people involved are women, who are used to teamwork and setting aside personal or institutional agendas. They've made a point of including men, who make up 20% of the management team and more than a quarter of the advisory council. Though more women than men take gender equity assignments, "We need men who are in positions to make things happen," Thorsen adds. "Of course we need women in those positions too, but there aren't as many."

–SC

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How To Use Intuition to Build a Whole-Brained Organization

Information overload increases by the minute. With more data and less time to process it, success in the information age depends on our ability to access knowledge for quick decisions. But organizations still rely on old, slow ways of knowing that disregard half the brain.

"I'm not lobbying for a lobotomy, but we've honored the left-brain process and not paid enough respect to the right brain," Charlotte Shelton, of the Center for Organizational Renewal, told participants at the Righting the Standard conference at Phoenix in June 1997. The visual images characterizing right-brain thinking complement the left brain's verbal logic.

Giving more credence to intuition may seem a giant step backward to women who have struggled to overcome fuzzy stereotypes of "feminine intuition" by proving their skill at logic. In fact, Shelton calls it *quantum knowing* rather than intuition. We solve complex problems every day without knowing how, by means other than sensory information and analysis.

The giants in every field depend on intuition as well as logic. Mozart said of his compositions: "Whence and how do they come? I do not know, but I do know that I have nothing to do with it." Pulitzer prize winner Larry McMurtry says the stories he writes seem to reach him "faxed across the void." Rene Descartes' four rules for rational decision-making came to him in a dream. The idea for the Polaroid camera came to Edwin Land in a flash on vacation.

Universities should be the leaders in teaching new ways to learn and pursuing truth with every tool available.

Most managers admit they use intuition heavily for business decisions. Unfortunately, they rarely publicize their methods or endorse visual imagery as corporate procedure. A tradition of sound decisions resting only on logic keeps institutions from training students or staff in intuitive skills or welcoming intuitive knowledge as a factor in group decisions.

Quantum knowledge and energy soup

Intuition is a way of knowing spontaneously, without conscious reason, logic or analysis. Shelton calls it *quantum knowing* because just as a quantum particle in physics makes an abrupt jump from one energy state to another, quantum knowledge leaps to mind without the intermediate steps in conventional logic.

This kind of knowing bypasses the barriers of time. One of the most familiar forms is a dream, which conveys long narratives in minutes or even seconds. "The right brain can process millions of visual images in micro-seconds," she says.

The sheer quantity of data available today gives a tremendous advantage to those who can access and process it quickly. Radio, television, faxes and the Internet remind us daily that information can travel invisibly. "We live and move and have our being in a swirling sea of invisible data." Shelton calls it "energy soup." We can act on things we know without knowing how we know them, as confidently as we run cars and computers without understanding how they work.

Besides skepticism, the chief impediment to quantum knowing is the constant chatter of the rational mind. Words crowd out images. We need internal quiet to give right-brain processes a chance. Meditation is a classic technique. Shelton also records dreams, takes daily walks, does yoga, monitors her intake of sugar and caffeine and takes deep breaths when under pressure.

Charlotte Shelton

Inviting the whole brain to the office

Organizations that reject all knowledge except data analysis often make bad decisions. First, there's never enough time to analyze all the relevant data, so we need quantum knowing to process it quicker.

Second, success requires creativity, and logical processes often exclude creative leaps of intuition and make a group think small or circle in place.

Third, denial of intuition spawns miscommunication. Consider the well-qualified applicant who gave the interviewer the shivers, or the perfect job opportunity that just felt wrong. One who's embarrassed to voice an opinion without cogent reasons may invent false reasons that complicate future decisions, or disregard the reactions she can't explain.

Universities are at special risk because they worship the reasoned argument. Some academic fields encourage the credo "What can't be measured doesn't exist," or "What my net won't catch isn't fish." Universities should be the leaders in teaching new ways to learn and pursuing truth with every tool available.

Visual, multi-sensory training programs filled with laughter can do wonders to break old linear habits of thought. Since logical, linear thinking is more entrenched, the challenge is to create space for quantum knowledge. How can you change a school's culture?

- **Model mindful decision making.** Be aware of intuition and label it as such. Ask the group that's circling a thorny issue to take a few minutes for silence. Or suggest, "Can we sleep on it and talk some more in the morning?" Sleep bypasses the defenses and allows the creativity of dreams. Letting a problem sit overnight turns the whole brain loose on it.
- **Incorporate music, movement, art and poetry into your daily work routine.** Have the courage as an individual to introduce nonlinear experiences into office life. Bring in cut flowers and colorful posters. They'll encourage an altered state of consciousness that opens the channel to the right brain.
- **Intersperse silence and contemplation** amid the hustle and bustle of your day. Be a model and ambassador of silence in the workplace. Our ability to respond creatively depends on an ability to live in silence. Pause during conversations to make space for creativity in yourself and others. ■

—SC

Contact Charlotte Shelton at the Center for Organizational Renewal, 7830 Rene, Lenexa KS 66216; (913) 268-1213.

Re-Entry Women Students Challenge Canadian Universities

Older. Part-time. Female. The face of the student body is changing, and universities haven't kept pace. Educational systems designed for young full-time males don't meet the needs of the students of the 1990s.

Sandra L. Morrow speaks from experience as well as research. A doctoral student in adult education at the University of Calgary, Alberta, she has taught and managed a business for decades. If universities adapt too slowly, Morrow warns, students like herself may vote with their feet and choose more innovative colleges and proprietary schools.

By the mid-1990s a quarter of the full-time post-secondary students in Canada were age 25 and above, and more than a third were enrolled part-time. Women, who comprised 37% of Canadian university enrollments in 1970, accounted for 53% of full-time students and 61% of part-timers by 1994. The new students have new needs and schools should provide:

- *Recognition of prior learning and life experiences* to meet entrance eligibility requirements.
- *Active recruitment* to attract re-entry, part-time students.
- *Flexible scheduling* to accommodate students juggling multiple roles.
- *Information and support services* geared to re-entry students' needs.
- *Commitment to sensitizing faculty and staff* to the learning needs of re-entry women.
- *Variety of settings* to broaden access to education.
- *Progress beyond rhetoric to implement* more inclusive procedures and practices.

Like those in the United States, few Canadian universities would get a full pass if tested against these criteria, Morrow says. "The colleges are there; they've been changing to meet the changing needs. But the universities have some catching up to do."

What Calgary U is doing right

The University of Calgary has made a serious top-level commitment. It created a President's Advisory Committee on the Status of Women in 1977 and reports annually on progress toward gender equity. By autumn 1995-1996, four out of ten Calgary students were enrolled part-time, well above the Canadian average. Women 25 or older are 30% of the entire student body, Morrow says. The university has added:

- A re-entry student advisor.
- Specialized university counseling services.
- A women's collective and resource center.
- A sexual harassment policy.
- Non-traditional scheduling: evening, weekend, summer.
- Distance education and off-campus seminars.
- A bachelor's degree program in women's studies.
- Flexible admissions for first-time students over age 21.
- The potential of entrance equivalency for admission to graduate level programs.
- A parental leave policy for graduate students.
- A support group for women in science or engineering.
- A "safe walk" program for women in the evening.
- An Institute for Gender Research.

Problems remain below the surface

Despite the list, Morrow gives the University of Calgary a "C" for serving the needs of re-entry women. There are still big problems in the classroom.

Even in traditional settings, older women have a lower drop-out rate than older men, Morrow says. Many men can't take the loss of control and status. "We women have been so socialized to take the abuse that we know how to handle it. We're also much better at multi-tasking." But even if women *can* take it, they shouldn't have to.

Re-entry women learn best in a setting quite different from the classrooms of 30 years ago. They're in school by choice, often at significant personal and financial costs. They expect to take responsibility for their own learning. They know as much about life as the professor, who is a subject matter expert but an equal human adult.

> ***Look at the classroom as a collection of individuals who each have their individual needs, experiences and learning styles.***

They learn best in an environment of interaction, community, empowerment, trust and respect for individual differences. They benefit from opportunities to express opinions safely and a variety of teaching techniques that validate their individual learning styles.

Respect for personal differences promotes learning not just for re-entry women, but for students of every age, gender, race, culture or sexual orientation. "You need to look at the classroom as a collection of individuals who each have their individual needs, experiences and learning styles," Morrow says.

Some professors at the University of Calgary teach this way, but many do not. Morrow blames recalcitrant department heads and inflexible male professors for the lukewarm faculty response to suggestions by the university's Office of Teacher Development. Most professors teach the way they were taught and discourage interference.

University culture does not favor continuing education in the art of teaching. Suggesting professors could improve in the classroom seems to challenge their authority. Teaching is devalued in hiring, promotion and tenure decisions. Faculty rarely observe each other's classes, so they have no exposure to new teaching styles unless they're fresh out of graduate school.

As the proportion of older students increases and their tuition fees rise, they're going to insist on getting their money's worth, Morrow says. Universities are hiring more faculty with work experience; in time they may outnumber the older traditional faculty. "Change is inevitable, but it's going to be a long time coming. I think we can move it up a little faster if universities can accept that it's not going to erode their standards." ■

—SC

Morrow spoke at the Women in Higher Education conference in Fort Worth TX in January 1997. Contact her at PO Box 64024, 5512 4th Street NW, Calgary AB Canada T2K 6J0.

Do You Need to Escape the 'Organizational Wife' Trap?

Between 10 and 11 A.M. the stereotypical housewife folds laundry, compiles a grocery list, answers a note from Janey's teacher, bandages Suzie's knee and wipes away her tears.

Meanwhile her professional sister attends a committee meeting. Too savvy to pour coffee or take minutes except in rotation, she tracks the process to make sure every voice is heard, guides the group to consensus and later circulates a draft report. She'll file her notes and review them before the next meeting; she attends every one and always comes prepared. Others turn to her for forgotten statistics. She's escaped the "wife trap," right?

Not so, says Professor Anne Huff of the Cranfield School of Management in England. At the very time we're shedding wifely roles at home, we're assuming them in the office. Both women are bogged down in relationships and details. While the housewife enjoys some autonomy and ideally her family's love, the professional goes unappreciated in any tangible way, passed over for promotion despite her hard work. She has sacrificed visibility for the relationship and the forest for the trees.

What happened to 'the female advantage?'

Leaders interpret the growing importance of communication in modern organizations as a trend that benefits women, whose people skills make them successful managers. Huff disagrees. Women's work has always been important but rarely rewarded.

Like triage in an emergency room, choose a few areas where you can make the most difference and leave the rest to others.

It's not just ingratitude. Employers are often right to advance men faster, she says. The higher the level of responsibility, the more it demands sound judgment and broad perspective. Long hours at "care and feeding" deserve thanks but not promotion. Organizational wives rarely calculate where their time is going. Qualities we value in ourselves aren't necessarily best for the organization.

Strengths we bring to work conspire against us:

- ***Our sense of connection*** to co-workers. We tune in to their needs and try to fix their problems. What's good for a family of four is a disaster in the office. If we try to bandage knees for a staff of 200, there's no time left to learn new skills or win recognition for promotion.
- ***"Radar"*** that continually alerts us to others' needs and tasks undone. She who never gives anything 100% of her attention shortchanges herself and her employer.
- ***Cheerleading*** styles that encourage others to do their best. Cheerleaders and sounding boards rarely claim their own share of recognition, and they may create dependence that keeps an employee from growing above her current performance level.
- ***Consensus-building skill***, often at the price of downplaying our own opinion. Too often we assemble the ideas men contribute, work them into a plan everyone can agree on, and leave the men to take legitimate credit for the content. If the ideas are ours but credited to the group, we may be left out of important follow-up assignments.
- ***Readiness to volunteer*** in areas of competence, instead of areas that matter most. Women often take on detail and relational tasks because that's where we're most comfortable. Patterns become self-perpetuating. If you've assembled a complex data base, they'll expect you to maintain it. Men with similar qualities also suffer.

Escaping the wife trap at work

Some relationships and details matter, and Huff suggests how to keep them from monopolizing your time:

1. Say "no" often. Be careful which assignments you accept. Like triage in an emergency room, choose a few areas where you can make the most difference and leave the rest to others. Say "no" to your inner voice, too, when tempted to feel responsible for every need you notice.

2. Stop micromanaging and thinking small. "The most important contributions to committees that have serious assignments are made by those people who can step back and separate the forest from the trees," Huff says.

3. Share relational tasks. Being good at relationships gives many women a hidden power base that's hard to let go. We subvert the group when we do the work ourselves or reject group standards that don't match ours. Let someone else bring the doughnuts and don't complain when they aren't as fresh as yours.

4. Ask more from men. "We must expect more from our male colleagues and less from our female colleagues," she says. One reason some men don't notice human issues and essential details is that women let them get away with it. Meanwhile women ask too much of each other, in time-consuming conversations and personal feedback. Don't turn to a woman every time you want a job done right, or expect her to agree out of friendship.

5. Focus. Turn off the internal radar and concentrate on the business of the moment. Significant achievement requires single-minded focus. The place for a to-do list is on paper or the computer, not in your head. We can learn from successful men how to tune out, be inaccessible and leave things to others.

6. Limit institutional loyalty. Women's careers suffer when they put organizational needs first. They're too often silent out of loyalty when it would be better to speak up about problems. Sometimes it's best to quit; boundless optimism has its place in raising children but not in coping with an employer. Voice complaints early, then quit if your demands for change fail.

7. Reflect on ourselves. We ask what others want more often than we ask ourselves. We risk not knowing ourselves apart from the human connections we cherish. Both personally and professionally, we must become more self reflective to discover and use our abilities, and to build the lives we want.

–SC

Contact Huff at the Cranfield University School of Management, Cranfield, Bedford, England MK43 0AL; 011-44-1234-751122; fax 011-44-1234-751806

Students Offer Tips for Teaching Science to Women

Why do more women than men abandon science majors, while studies show the drop-outs are as able as those who persist? Undergrads at Brown University RI did an independent study project on how science education drives away competent students. This spring they produced a handbook with these suggestions for faculty:

1. Watch classroom dynamics.

Women tend to form their ideas before volunteering, while men invent as they speak. More frequent interruptions make women think their comments aren't valued.

- *Wait a few seconds* after a question before calling on a student.
- *Monitor whom you call on* and which students get encouragement or coaching in your response.
- *Seek outside feedback* on classroom dynamics, since it's hard to focus on both content and interactions.
- *Monitor language/materials,* using gender neutral words mentioning women scientists in lectures and handouts.
- *Pose a question* at the end of class for them to ponder before the next class.

2. Personalize large classes.

Women complain of feeling isolated when professors don't know them or seem to care. Being a minority increases the isolation.

- *Encourage the use of study groups* where students cooperate to learn material and develop peer support.
- *Improve the sense of community* during class, perhaps by letting students discuss a question briefly with a neighbor before answering. Learn students' names.
- *Use more writing exercises* to emphasize the need for clear scientific writing.
- *Rearrange the classroom* into a U or around tables to build personal connections. Reduce distance by moving around the room as you teach.
- *Start an e-mail list* so students can ask anonymous questions as they arise and help each other.

3. Shift from a competitive to a cooperative model.

The "weed-out" plan in intro classes discourages even capable students.

- *Address the weed-out theory* and express high expectations of all your students to build their confidence.
- *Change the grading system* to one based on criteria instead of a curve.
- *Encourage use of a pass/fail option* to let apprehensive students explore a subject with less risk.
- *Address grade anxieties* by saying first-year grades don't always predict future performance or ability, since high school variables and freshman adjustment are also factors.
- *Model cooperation and collaboration* in scientific endeavor, coaching students in the skills of critical thinking and group research.

4. Consider many exam options.

Students of equal science ability score differently on tests. Some bring unrealistic standards to college.

- *Explain the grading system* and your goals and expectations.
- *Eliminate the curve* for a friendlier classroom atmosphere.
- *Give a word of encouragement* by writing on the examination paper or speaking to a student after class.
- *Follow up on poor exam or lab performance* to discuss the causes and suggest sources of help.
- *Consider untimed or take-home exams,* which may reduce stress and allow time for logical thinking.
- *Vary the exam structure* with a mix of multiple choice, true-false, calculations and short and long essays.

5. Encourage active lab participation.

Why do women tend to be less passive in labs at women's colleges?

- *Divide lab roles,* rotating who takes notes and who measures or dissects.
- *Emphasize the relation between lab and classroom* to improve student understanding of both.
- *Show connections with current research* to stimulate interest. Show students around your own lab.
- *Provide an open-ended structure* so students must consider diverse paths to lab results, not just find the correct answer.
- *Have students design labs.* A sense of ownership heightens motivation.

6. Fight narrow stereotypes.

Images of scientists as white male nerds with beard, glasses and lab coat discourage potential majors.

- *Show a variety of real-world uses,* not just weaponry, football and cars.
- *Show career alternatives* by introducing students to scientists in government and industry, not only academics.
- *Discuss the value of a science education* for learning life skills applicable to non-scientific careers.
- *Reach out to primary and secondary schools* to confront stereotypes at an early age and build confidence in college students as they become role models for younger children.

7. Provide diverse models.

Women need both female and male mentors and role models, including some who successfully balance family and career.

- *Hire and strive to retain female faculty.* After getting tenure, they may feel safe sharing how they balance career and other interests.
- *Use women teaching assistants.* It's quicker and easier than reforming the senior faculty.
- *Bring in guest lecturers* of diverse cultural backgrounds, genders and scientific occupations.
- *Acknowledge women's contributions to science,* using full names because most people assume someone mentioned by last name is male.
- *Act as a role model and mentor* by meeting with students informally, telling how you became interested in science and your life as a scientist.

8. Make yourself available.

More women than men perceive professors as too busy to talk to them, while faculty say few students show up during office hours.

- *Remind students repeatedly* that their visits are welcome and provide your e-mail address.
- *Leave the door open,* to let students know they're welcome and relieve fears of sexual harassment.
- *Require a student visit* during the first two weeks of class so each student meets you one-on-one.

9. Foster self-confidence.

Women attach more value than men to others' opinions, and fault themselves for failures men blame on external causes. One bad exam can make a woman think she's stupid.

- *Provide personal encouragement,* especially to women. Even receiving equal grades, women think they're doing worse than men.
- *Provide positive experiences* that foster student confidence; as by making sure women handle the lab equipment.
- *Provide research opportunities* to let students learn they can "do" science.
- *Start a Women in Science group.*

Get the 31-page handbook *Achieving Gender Equity in Science Classrooms* from the Dean of the College at Brown University, (401) 863-2314 or fax (401) 863-1961.

What Do You Need to be a President or Top Academic Leader?

Leading an academic institution always has been a by-the-seat-of-your-pants job, with only subjective measures to determine success. Now comes the first study to academically define 22 specific competencies a community college president needs to succeed, and to connect the campus to its environmental climate.

With more women leading community colleges each year, the study can be especially useful to help women learn what they must achieve and learn to be successful.

Carolyn Desjardins, former head of the National Institute for Leadership Development (NILD), initiated and directed the 10-year project to define and interpret what it takes to successfully lead a community college in today's and tomorrow's environment. "There's no pre-conceived ideas of what presidential competencies would be," she explained in a session of the American Association of Community College convention in Anaheim CA in April.

The list of 22 competencies was created from two-hour recorded interviews with 74 presidents nominated by people in the field as high performers beginning in 1986 at Harvard University and updated by in-depth discussions with six of them in 1995.

"Added strength and accuracy" characterize the instrument, compared to a simple paper and pencil questionnaire, Desjardins said. "The probing reached many more awakening and awareness levels than would have happened if someone was filling out something." This is the opposite of methods used to create most standardized tests like the SAT, where white males use no empirical data to decide what students need to know.

Desjardins said the research found the presidents with the most competencies were less hierarchical and used inclusive and horizontal management styles.

The results of this study can help search committees select the best candidates for jobs, trustees evaluate top leaders, presidents evaluate themselves, and potential leaders determine what competencies they need to develop.

Although focused on top leaders in community colleges, the data can be useful for assessment in other types of schools and other levels of administrators as well.

Published by the NILD, the project's concluding report has three components: a list of the resulting 22 presidential competencies, including a narrative on its origins and direct quotes from presidents interviewed, an assessment questionnaire for presidents and wanna-bees including a development planning guide, and an assessment questionnaire for her or his supervisor, employee or other evaluator.

Sheila Huff, a consultant with 25 years experience in competency-based research and applications, analyzed the original interviews and conducted and interpreted the 1995 interviews. Her final report is called, "On the Leading Edge: Competencies of Outstanding Community College Presidents." Colleague C. Ann Carver created both assessment questionnaires.

New climate demands new competencies

The study found today's environment for higher education has created five types of new challenges for leaders: shrinking government funds, demands for more accountability, demographic shifts, globalization and an age of information technology amid a changing business culture.

Each challenge forces leaders to develop new competencies, Desjardins explained. For example, shrinking government funding is driving leaders to find new revenue sources, increase productivity and make hard choices. As a result, presidents need to maintain perspective and manage finances proactively, foster creativity and innovation, enhance productivity, influence strategically and communicate effectively.

1. Leadership competencies

The presidents felt responsible for creating a ***high involvement leadership*** situation, where they are very visible on campus, especially in times of transition, and people in the employment community were very involved in strategic planning.

Their job is to ***create a shared vision*** of what the college wants to become as a strategic plan, and help people see how their daily activities connect to it.

To move their schools forward, they must ***champion change***, yet manage it in a way that questions how the change affects all stakeholders. Some changes can be immediate and visible, while some must be planned over several years, rather like moving a mature tree by cutting a few roots at a time. Leaders must be sensitive to where their people are, and back off when they find changes are not appropriate.

A president must ***maintain perspective*** by keeping the big picture alive and looking out for the whole school in the long term. For example, if it's important for faculty to attend graduation because taxpayers or students expect it, an administrative fiat may be required.

They define ***maintaining equilibrium*** as delegating judiciously, balancing work and play, keeping a sense of humor and support network, matching career goals to venue, maintaining serenity in the face of turmoil and knowing when to move on. "Leadership is just another word for helping people fulfill their potential, individually and collectively," a top president said.

2. Culture/climate competencies

First and foremost, a leader must continually remind administrators, faculty and staff that the ***quality education of students*** is its central mission. This involves setting challenging yet realistic goals for students, considering the effects of all decisions on students, seizing opportunities to get to know the student body and leaders better and broadening their world as global citizens.

Recognizing that a college is a key member of its geographic community, a leader must be ***community centered,*** considering its needs, processes and values. By becoming a visible, connected presence in the community, the leader kindles mutually beneficial relationships.

In this age, a leader must ***value cultural pluralism*** and exposure to diverse cultures as vital to the school, using community demographics as a benchmark to set goals. Recruiting practices, personnel policies and internal procedures should support the goals.

Leadership Competency Kits Available from NILD

The National Institute for Leadership Development can provide a copy of the 54-page research report booklet, the leadership assessment instrument for the CEO and two copies of the one for VPs and deans to assess the CEO. Cost is $155 for the entire set. To order, contact the NILD at 1202 W. Thomas Road, Phoenix AZ 85013 or call (602) 285-7494; e-mail is *desjardins@pc.maricopa.edu*

It's up to leaders to ***create cohesiveness*** on campus, rather than allow empires of fractious and fragmented faculty. By breaking down hierarchies and cross-functional barriers, leaders can build new alliances in pursuit of common goals through joint ventures. Staging events to celebrate completing major projects can help.

A good leader ***prevents crises*** instead of reacting to them, by staying alert to signs of adversity and creating a culture where people can debate and disagree without disaster. By staying visible in tense situations and facing rumors squarely with full disclosure, a leader can dispel fear and discord.

By ***empowering others***, leaders can nurture and bring out the best in people so they can rise to the occasion. Giving people as much latitude as possible helps them grow. "Being president is not a solo performance; this is an orchestra," one said.

Leaders who ***foster creativity and innovation*** are more likely to succeed, they reported. By creating an organizational culture encouraging people to experiment and take risks, they find unconventional solutions to problems and new opportunities. Failure must also be acceptible.

If a leader is sure to ***recognize and reward excellence,*** those models are likely to be repeated. It costs nothing to say "thank you" and acknowledge contributions to success, and makes people feel noticed and appreciated, especially with a personal touch.

3. Influence competencies

Long-term results come from a president's being able to ***influence strategically*** those whose buy-in and support are needed. Like it or not, politics is a key factor on campus, and presidents must play the game, investing time and energy to gain influence. "If you pay attention to politics, you can do it just as well as anyone. Just don't pretend it's not there," a female president advised. Governance is polycentric, no longer in a straight line, but shared with many others: students, business and industry, other schools, accreditors, special interest groups, and the federal government, which one president called "the largest school board in the world."

Effective communications help share information in all directions. By listening, responding to inquiries promptly, making professional presentations and valuing regular communications, presidents can assure people have the information they need to take initiative and make wise decisions. "Communication at my college is costly, but well worth the expense," a president said.

Without ***effective board relations,*** a president may have a short tenure. One of the best preparations to be a school president is to have been on a board somewhere, so you learn what it's like to be on the other side, responsible to constituents. Presidents must invest time to educate the board and develop social or informal personal relationships with board members. "In the end, goodwill is the terrain on which we all operate, and without that, the dynamics can turn in a direction that is not very positive," a female president said.

4. Business management competencies

The president who ***maintains high standards*** shows that the school is a real class act, in everything from hiring quality people to maintaining a strong customer service orientation. By conveying the philosophy that anything worth doing is worth doing well, the president stresses quality in all aspects of operations.

As finances dwindle, presidents must ***manage finances proactively*** to maintain a strong fiscal position. This means a president must thoroughly understand fiscal foundations: investment portfolio and rationale, historical funding patterns, cash flow and monthly reports. By developing new or expanded funding sources, sharing financial information with faculty and staff and partnering with others, financial stability is possible.

Without ***investing in staff development***, a president is stuck with the status quo. "Often other things need to happen before you can do the sexy thing you want to do," a female president explained. Especially in leadership and diversity training, it's important to involve a whole group, so there's widespread support. Keeping up with technology is crucial.

A president who ***strengthens the infrastructure*** understands the connection between campus appearance and identity image. By attending to the physical and organizational systems, the leader can improve the comfort level and pride of the campus community. Again, information technology is important.

Doing the little things that eliminate timewasters will ***enhance productivity*** on campus: reduce red tape and bureaucracy, stay focused on priorities, solve problems that irritate people and find techniques to respect people's time.

Discussing the need to ***correct performance problems***, a female president called it "one of the most difficult things we do." Presidents make enemies when they have to remove people who are unwilling or unable to perform competently, so they must maintain legally defensible processes. Becoming comfortable with giving corrective feedback in a constructive, non-demeaning way means explaining what must change and by when. When the good of the school is at stake, the president must be tough-minded and firm. One of the worst ways to handle performance problems is reorganization, a common solution on many campuses. ◆

Reach Sheila Huff and C. Ann Carver at Huff, Frank, Carver, Villani & Assoc., 293 Prospect, Buffalo NY 14201; (716) 852-0822.

What's Privilege Got to Do with Leadership?

The answer isn't simple. In addressing how privilege affects leadership, we women student leaders assumed it meant affirmative action and male privilege. Instead, we discussed how we as leaders can use our power and privilege in positive ways.

On a college campus, how often do we use our power as leaders to assist others? Does having privileges negatively affect us? What privileges do we have that we consider rights? Two graduate students in student services at the University of Maryland, Leigh Remy and Steve Grande, led a session at the National College Students Conference for women leaders in Washington DC in June.

Reality check

Realistic scenarios showed how power and choice accompany privilege. Identifying responsible use of power was the purpose of the first scenario, the sexual assault of a drunk woman at a fraternity party. Was it her fault? She did act irresponsibly and chose to give up her power by getting drunk, but does that justify sexual assault? Leaders need to recognize that they make choices. A leader who acts irresponsibly can jeopardize more than herself. And, the male who assaulted her abused his power by taking advantage of her inability to refuse.

Next, a mugger stole a student's wallet on a dimly lit campus path. Was it her fault? We needed more details. The victim may have had no alternative ways to get from place to place. But leaders usually have more resources, resulting in more choices: a bike, car, school van, car pool. But this privilege also carries further responsibility. Leaders should learn to use their privilege to increase others' resources and choices.

Tying these scenes together, Remy introduced the concept of "belief in a just world." It means people get what they work for, and good things come to good people. But the woman walking alone may have been a saint and still been mugged. Did she make a poor choice that resulted in a painful consequence? Do leaders sometimes make decisions for the wrong reasons? Does that make the decisions right?

We decided no matter how much power or choice you have, it's how you use it that counts. Because leaders have more of both, they must be extra careful in using them for positive goals, not personal gains.

Weighing the privileges

We defined privilege as access, comfort, assets and advantages that make the journey to success easier. Some listed money, race, gender and connections as individual privileges only some of us enjoy.

Grande asked the group to weigh privileges: Is being white more valuable in society than having money? Or is being male more valuable than being white? Classism and racism are connected, along with sexism, ableism, ageism, fat phobia and homophobia.

A woman in the group talked about the "mythical norm." In *Sister Outsider*, Audre Lorde constructs the ultimately privileged person in today's society. The "mythical norm is a white, young, heterosexual, able-bodied, Christian, thin, middle class male."

The group tried to remove sexism: What if it was a woman with all these privileges? Her choices would still be limited. For example, "Within the lesbian community, I am black and within the black community, I am lesbian," says Audre Lorde in "There is No Hierarchy of Oppression."

A woman in the group identified herself as lower middle class and white. She attends a prestigious private school, so people assume she is wealthy, which helps her make connections in the job market. But she is accepting a privilege others don't have, which they may see as unfair.

Remy asked if we thought of ourselves as a diverse or homogenous group. Of course, we all thought our group was diverse, representing schools all over the country. But to an average person in the work force, the 20 women in the room were all in college, well dressed and attending this conference—quite a homogenous picture.

To accept or deny privilege is a choice

Since only 1% of the world's population attends college, being a college graduate is a major privilege. An outsider may think a prestigious college campus is homogenous, but an administrator or faculty member sees it as diverse, with many different types of students.

Differences in privilege in higher education may be invisible to outsiders. Athletes, area departments, administration, professors, deans, honor students and residence staff each have a place in the hierarchy of privileges.

"Are we defining privilege as something bad, automatically oppressive?" a woman asked. The group quickly rejected that idea. "You can give your money away and be poor, but who are you helping?" asked Grande. You can quit your executive position, but who will make the changes you would have championed? Faculty women who decline chair positions are refusing to be leaders, making other choices, but someone must take the responsibility to lead for positive change.

Grasp tightly to another

The next exercise with Remy and Grande was to create a circle of privilege. We all held hands around the edge of the room. For every question, a *yes* answer meant take a step forward and a *no* answer meant stay in place. Questions included: Could one of your parents or your partner stay home and not risk your financial stability? If you walked into your college's board of directors, would they look like you? Could you legally marry your partner? Do your parents have a college education?

We ended up stretching arms and losing grip as we passed some sisters, ending with a group crowding around the empty center. The middle was ultimate privilege, the mythical norm of higher education. No one made it there. Remember, all participants were women.

Doing this exercise at a different conference, a white male medical student remarked, "The center is empty." Leigh explained, "Privilege had given him every choice, and no one to share it with." Privilege means an easier journey to success. It also means gripping your sister's hand tightly, advancing her too. Breaking the connection isn't necessary. Privilege isn't about guilt; it's about taking responsibility for others as well as yourself. ■

— KO

Burned Out, Stressed Out, or Perimenopausal?

By Marilyn G. Doggett, PhD student, Purdue University IN

As a former college administrator and current PhD student in higher ed administration, I recognize women on campus face challenges as part of the territory. Over the years I learned my reputation and career depend on my ability to handle multiple problems and challenges without giving any hint of personal difficulties.

The unwritten rules for career oriented women in higher ed silenced me about personal struggles. I feared voicing any stress would be interpreted as weakness, any wavering seen as lack of competence. So when I, a professional woman, faced a health issue I chose denial.

Burned out?

My problems started with insomnia, not an uncommon complaint among professionals or graduate students. But regardless of what I did, I just couldn't get a good night's sleep. As a result, routine tasks such as writing a report or critiquing an article became major challenges. I convinced myself I was just too busy to handle all of my obligations and chose to take the summer away from the university to re-energize. Nothing was really wrong; I was just tired.

> *I slowly began to realize I was hurting my reputation and career.*

The summer was not relaxing but I came back in the fall with renewed determination to accomplish my goals. Unfortunately, the insomnia didn't disappear. Headaches and body aches were daily burdens.

I quietly bowed out of more and more professional opportunities such as committee participation, challenges I had enjoyed in the past. Work became tedious and taxing, yet I hid this from my professors and colleagues. While I forced a smile on my face and put a positive spin on my slow progression, mentally I began to seriously question my intellectual abilities, skills, and career choice.

Attending a professional conference helped rescue me from the depths of self-doubt and despair over my career. Interacting with other professionals and graduate students from around the country reassured me I was a capable person who had chosen an appropriate and exciting career goal. When I arrived home, I was ready to once again take on the challenges of higher education.

But the adrenaline that kept me going at the conference soon ran out and I was crashing once more. My memory and ability to concentrate were things of the past. I slowly began to realize I was hurting my reputation and career.

Stressed out?

After finally acknowledging I wasn't healthy, I dragged myself to the doctor. To her diagnosis of "just stress" I reacted with anger and tears. Stress had been part of my life for years. I had always taken pride in how well I handled stressful situations. Why was I crashing now?

Being dutiful and desperate, I heeded her advice, trudged off to the gym and changed my diet. Miraculously I thought to start a log of my health problems.

After an initial feeling of accomplishment, I continued my downward spiral. Professionally I was accomplishing little; sleeping more than two hours was impossible, but ever the researcher, I used my log to discover a pattern to the misery. Could this be "the change?"

My doctor conceded a cyclical hormonal component to my problems and suggested PMS (premenstrual syndrome) as a possible culprit, since my blood test showed the FSH (follicle stimulating hormone) levels were too low to label me "menopausal."

But even with medication, I awoke with every muscle tense, never well rested. Stress-reducing exercises failed. Fatigue was always with me. Everything ached.

Perimenopausal?

Hearing of my misery, a kind friend loaned me *The Silent Passage: Menopause* by Gail Sheehy. From it I learned some women have menopausal symptoms from even a slight change in their estrogen level. My professional research skills kicked in and I dashed to the library.

From books such as *The Pause: Positive Approaches to Menopause*, I learned hormonal changes send 15 to 20% of women on my physical and emotional roller coaster. I also discovered the premenopause phase, "perimenopause," could last from two to 10 years (Yikes!) and FSH levels in blood tests were often not high until the end of the transition.

I realized I'd been ignoring my hot flashes by interpreting them as fevers. My complaints of fatigue, joint pain, and other irritations were common symptoms of menopause.

I returned to my doctor, who listened to three pages of my notes. We talked about stress, menopause and concerns about HRT (hormone replacement therapy). My symptoms and family history made me a good candidate for HRT and we agreed to try it.

HRT helped me almost immediately. Many symptoms ended and my energy is resurging. I'm gaining some control over my life again and am back on track with my usual work ethic and productivity. I know HRT may not be the best answer for everyone or a permanent solution for me, but for now it is helping my body with a major transition and I'm confident I'm not burned out, overstressed, or going crazy! What I learned may help you.

- DO keep a mental and physical health log daily. This makes it easy to look for patterns and is a quick reference when your doctor asks questions. In trying to prove yourself as a professional, don't ignore yourself as a female.
- DO talk to other women about health matters but DON'T take their reports as the sole basis of your information. As with pregnancy, there's a wide range of responses to this transition.
- DO find a doctor with whom you can have a dialogue.
- DO recognize that you can't function at your optimum, respond to new opportunities, and react appropriately to stressful situations if your body is presenting you with challenges which you don't recognize or refuse to acknowledge. ◆

Carolyn Desjardins' Spirit Lives On

I expected this to be the last Last Laugh column my soul sister Carolyn Desjardins would read. Told her cancer would win within several weeks, she welcomed us to her home before the Righting the Standard conference in June.

On Tuesday, I started writing this column, but gave up after four lines. It just wouldn't come. On Thursday, I worked on the leadership competencies article on pages 20-21, trying to reach the NILD about 15 times to check a few facts. Their lines were busy all day long.

On Friday, I finally reached the NILD, learning that Carolyn had taken a turn for the worse on Monday, slipped in and out of a coma on Tuesday, and passed away early Thursday morning, July 17. The entire phone grid for Phoenix College was out on Thursday, which an NILD staff member called "an interesting gift."

Having just finished making plans to be cremated and buried in Idaho alongside an older daughter who died in childhood, Carolyn finally managed to beat a deadline: the one her doctor set. I don't imagine being either her younger daughter Sandy or a NILD staff member was an easy role; those closely associated with special people must bear their foibles as well as enjoy their goddess-like qualities.

Who was this special woman?

Besides sharing the same birthday as me, June 6, Carolyn was an incredible connector linking women and leadership on a spiritual rather than skill-driven level. With a counseling background, she could read a person better than a resume.

Her spirit will continue to reside in the more than 3,000 Leader Sisters who learned from her at the NILD one-week Leaders Institutes.

She came a 'fur piece'

Raised in the mountains of Idaho, she liked to say she'd come a "fur piece" in her life's journey. An early recollection is her family being too poor to attend church regularly in town. As a special treat one Sunday, the family made the trip. Having found her own brand of spirituality in the Idaho mountains, Carolyn was less than impressed with the church's formal religion, a reaction she shared with her mother.

"See, I told you what living in the mountains without going to a real church would do to her," her mother exclaimed. "Now she thinks she knows more than the church!"

Carolyn Desjardins and Editor

She tells of attending Harvard University in the 1980s, where she worked with Carol Gilligan while earning a PhD. As she walked across the stage at graduation, she was stopped short by a voice saying, "You just had to do it, didn't you?" The voice implied she'd learned more in the mountains of Idaho than by earning a PhD from the nation's most prestigious school.

She made a special place for me

Contemplating starting *WIHE* in 1991, I contacted several prominent women leaders. Marian Swoboda, then assistant VP for equal opportunities at the University of Wisconsin, advised me to "Go for it." The former head of an association of women in education said, "I wish you wouldn't" and hung up on me.

Carolyn was friendly, informative and warm in welcoming me to the cadre of women trying to change the nature of higher education. She told me what to read and whom to contact, and became one of a half-dozen members of my very informal advisory committee I speak with frequently. Even when I misspelled her name in a very early issue, she laughed it off, more concerned with my personal development than with her own publicity.

She believed in the spiritual side of leadership

In later years, Carolyn became more involved in the spiritual aspects of leadership. She all but dragged me by the ear to attend a Leaders Institute, which I finally did this March. A practical person, I'd considered anything outside the logical, fact-dominated milieu to be little better than voodoo. Thanks to her, I'm actively opening myself to alternative ways of thinking and making decisions. Perhaps you've noticed a new editorial mix.

If she has similarly impacted the lives of the 3,000 other Leader Sisters through her program, not to mention dozens of women and men presidents who consider her a goddess, a powerful force now has been unleashed elsewhere in the universe.

After all, a power that prevented me from writing this column and shut off the phones at her college on the day she died is nothing to mess with.

Mary Dee

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Preparing Women as Senior Leaders on Today's Campuses

Higher education has been called Byzantine, the Magic Kingdom, a puzzle palace," said Yolanda T. Moses, president of The City College of New York. Much of what happens in campus bureaucracies makes no sense, or seems woefully behind today's realities.

All the more reason for women to step in and take leadership roles, agreed Sandra Featherman, president of the University of New England and former assistant president at Temple University. They spoke at the AAUW's Symposium on Gender and Race on Campus: Beyond Affirmative Action held in Anaheim CA in June.

For instance, women are still clustered in the presidencies of two-year and small four-year schools, and only a few head large research universities. Yet women often dominate the administrative jobs known as the three A's: "assistant, associate, and acting," she said. In addition, fewer faculty women have tenure, and schools often lag in communications on important issues such as diversity, affirmative action, race and gender.

Meanwhile, the challenges for higher education are mounting. Most administrators can recite them in their sleep. For example, there's the loss of public confidence in higher education, and parents are asking what they're getting for their money. In many cases, the response is institutional inertia. Yet these challenges "require institutional change, not tinkering," Moses said. There is dissonance within the internal structure, she observed. "Higher education is more diverse than ever, yet the institution remains the same."

Featherman noted that the increasing challenges may have had at least one positive result. "There is anecdotal evidence that women are getting more and more presidencies because men don't want the jobs," she said. Having provided an overview of the playing field, they addressed specific questions important to women interested in moving up the ladder to serve a student body whose majority is female on most campuses.

How can women move into senior leadership?

As more women step up to address the challenges confronting higher education, how should they prepare?

Moses described her own experience. "As a dean, I looked at all the white males and realized I was making a difference just by being there," she said. "They couldn't bring the issues to the table."

Sandra Featherman and Yolanda Moses

She explained her game plan. "I decided I was going to be a damn good dean and a president someday. I decided to look at role models, find the best ones, and get them to mentor me." Among her mentors: Johnnetta Cole, president of Spelman College. "At some point I became very deliberate. I was picking a path, and every single commitment I made was to fit into that path."

But deliberation requires patience. "Give yourself plenty of time to get the right presidency," Moses advised. "You may have to turn down several along the way." Aspiring presidents also need to put in the time required to "know budgets inside and out, and learn how to do fundraising," she said. "Be very sure you fully understand sports and alumni," Moses added.

"Be very patient, because you have to educate people along the way," she observed. "I'd assumed I'd meet enlightened people along the way." Instead, she used information from Women's Studies 101 to educate them.

Featherman agreed. "Very few women move up by accident, and even fewer the higher you go. If you want to be dean, president or provost, look at what you need." She cited a need for credentials — either a PhD or EdD, whichever has the best program — and devoting much time in the application processes. She advised job candidates to read up on the school: "Nothing turns off the

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search committee more than ignorance about their school."

How do you deal with criticism?

Women face intense scrutiny and criticism during a job search, and even more once they've landed a senior leadership post. "Learn to separate criticism because of your role from criticism because of who you are," Featherman suggested. A top leader must make many decisions, and "Whatever you do, somebody will be angry. Get comfortable with it. You get paid to take a certain amount of heat."

Moses concurred: "Criticism is there; it goes with the territory." Sometimes in the course of the job, the president has to do a tough thing. For example, when students took over a building, Moses told them they had to leave or they'd be arrested. "They didn't want to negotiate," she said. "I stuck by my guns ... and I got a reputation for integrity. If you waffle, it's worse."

"Develop a tough hide," Moses said. This is particularly challenging for women because some people on campus will decide, "Let's see how far we can push the envelope," partly because a woman is in charge.

How do you learn to say 'No?'

"The hard way," Moses noted. "As president, you become a super person, larger than life. Unless you put the brakes on, you'll be run into the ground." She learned this lesson the hard way during her first year as president, when she was still commuting to the west coast. "My immune system crashed," Moses admitted, and she got bronchitis.

Featherman also had a long distance commute, flying between Minnesota and Philadelphia every week for four years. "Remember to set aside time to live," she advised, noting the importance of a strong support system. Moses agreed, but noted a president's friends can't really be from within the institution. "You have to have a separate support system," she said. "You can't let the world know when you're worried about the institution."

What about gender bias against women on campus?

Featherman recalled an interview where a trustee said he feared she was "one of those liberals who support benefits for gays and lesbians." Featherman responded, "I am." She explained, "You can't go somewhere and live a lie."

Moses called discrimination "a regular thing that happens when a person in charge is female and black. It's so predictable. They expect you to think a certain way."

She reported, "I once had a finalist for provost who was a black male. People were surprised when I didn't pick him. I picked the best person for the job." If you make a decision in a straightforward way and with integrity, people will see that "your decision was based on not the color of your skin but your ability to be a leader," she said.

How do you negotiate a job offer?

Negotiation for a job actually begins long before you get a job offer, according to Moses. "You need to find out where you want to go, what the salary is ... what the job is worth, what is the top range and entry level." She added, "Think about what you need to do the job: equipment, travel, materials and time off. Also important: plan a path out of the job if it doesn't work out for some reason." For example, if you had faculty status, you might lose tenure when you move to administration unless you negotiate to keep it.

Featherman observed, "There are a lot of things you need in addition to salary — relocation expenses or money to go to conferences." One newly hired key administrator found she only had enough discretionary funds to buy doughnuts!

What are the rewards?

Besides the obvious status and financial rewards, a presidency offers a chance to make a real impact on society. Featherman noted, "You get to shape institutional policy and an academic program."

Moses said, "I've always been a change agent. I consider myself an enabler. I want to enable, empower, and enlarge the circle, and model the kind of behavior that gives young people out there the sense 'that was a person like me,'" she said. Many CUNY students are first generation students, poor or immigrants, and hungry for role models.

Even though "the world is in chaos, you see where you want to go," Moses said. "You can fill the leadership void and take the institution where it needs to go." Featherman believes despite current challenges, "This is really an exciting time to be in higher education."

Both acknowledge help in careers

Both Featherman and Moses indicated they'd had help along the way themselves. For instance, both attended the HERS leadership program at Bryn Mawr and the ACE leadership program for women. "They told me I could do it, and opened up the possibilities for me," Moses said.

Featherman said that she now tries to support women leaders in higher education: "I give institutional support to every woman who comes to me if they've thought it through and have a reasonable career path." She said, "I'm bothered by women who don't think they have any responsibility to women. Lots of women pushed me up; I couldn't have done it alone. I made it because a lot of other women put blood on the street." ◆

—DG

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Lone Black Law Student Enters UC-Berkeley After Affirmative Action Nixed

Officials were expecting a drop in minority enrollment at University of California law schools, but all 14 blacks admitted to Berkeley this fall declined to enroll. That leaves just one black in the new class, Eric Brooks of Bloomington IN, who had been admitted in 1996 but postponed enrolling until this fall.

This is the first semester for a new ban on admission preferences based on race and gender, after voters approved a plan to end affirmative action two years ago. Strong but less dramatic declines in enrollments of blacks and Hispanics occurred at the UCLA law school and the University of Texas.

Meanwhile, the American Bar Association is studying a new way to increase minority enrollment by relying less on standardized tests in admissions. Currently LSAT test scores are combined with undergrad GPAs to produce an index score to rank applicants.

"We must invest our hearts and souls in efforts to bring more minority persons into law," said new ABA president Jerome J. Shestack in announcing a pilot project that would create a pool of qualified candidates.

In response to complaints by six groups representing women and minorities, the U.S. Department of Education is investigating admissions procedures at UC law schools and said it might investigate even more UC grad schools.

"Particular race-neutral criteria [such as tests] can have a discriminatory effect" on black and Latino applicants, said the department's general counsel Judith Winston, which "results in substantial exclusion of qualified minority applicants."

Information from the *Los Angeles Times* on July 26, *The Chronicle of Higher Education* August 18 and the *Wisconsin State Journal* on August 19, 1997.

Scientist's Fraud Costs Michigan $1.7 Million

After seven years, several appeals and about a half million dollars in attorney's fees, former University of Michigan researcher Carolyn Phinney received $1.7 million to compensate for work stolen by her boss.

The case began in 1988, when as a part-time post-doc researcher at the Institute of Gerontology, Phinney was trying to define and measure wisdom. Specifically, she wondered whether the elderly had more wisdom than the young, ground-breaking work in the area.

After promising Phinney top billing as author and a job at the institute, her supervisor seized her research and claimed the work as her own, Phinney said. When Phinney complained, she was threatened with dismissal.

The award is believed to be the largest ever for misconduct by a scientist against a university. Findings of fraud and retaliation by the university upped the ante.

Phinney is relieved rather than joyous. "I have lost my data on 10 years of work," she said. "I've lost my career. I got sick. I believe what happened to me was intellectual rape."

She plans to use part of the money to finance a new non-profit group called WISE, for Whistle-Blowers for Integrity in Science and Education. It will support other scientists in her position by providing legal help and counseling, according to *The New York Times* on August 10, 1997.

31 Women Cadets Enroll at VMI This Fall

Ending 158 years of illegal sexism, Virginia Military Institute opened its doors to 31 female cadets after the Supreme Court told it to go coed or go broke. VMI spent millions over six years of legal wrangling to retain its male-only policy yet still get public funds.

Female cadets will get the same drill uniforms, buzz haircuts and spartan barracks as males. No lipstick, no jewelry, no dating upperclassmen.

VMI is anxious to avoid the embarrassment its South Carolina counterpart, The Citadel, suffered when male cadets drove two of the four female cadets out by hazing.

VMI Cadet Jen Jolin expects the experience to be scary, but she's resolved to make it. "If they step across the line... like they did at The Citadel, I'm not going to quit," she said. "They're going to be out and I'm going to still be here."

The Citadel expected 18 new female cadets this fall.

Meanwhile, alumni at VMI and The Citadel have plans to create a private, male-only Southern Military Institute at a cost of $100 million, to enroll 1,000 cadets by the year 2004, according to Associated Press reports in the *Wisconsin State Journal* on August 18, 1997.

Court OKs Lawsuit for Title IX Retaliation

Schools that retaliate against those who blow the whistle on Title IX violations against women athletes had better be ready to shell out big bucks, the Fifth Circuit Court of Appeals in New Orleans said.

In allowing former Tarleton University TX basketball coach Jan Lowery to sue for retaliation after she served on a gender equity task force in 1993, the federal appeals court for the first time cleared the way for monetary damages with no cap.

Lowery and her team faced public harassment after the task force identified athletic department violations. "At one game, the men's basketball team came and cheered for the opposition," recalled her attorney, LaNelle McNamera. She noted the court ruling serves not only female athletes, but also those male coaches who may face retaliation for standing up for them, according to the *Houston Chronicle* on July 10, 1997.

Gender Equity in Awards Shows Progress

Recently two major foundations announced 1997 awards to fund worthwhile people, a sign of the times that women fare as well as men in receiving them.

- **The MacArthur Foundation** chose 23 winners of MacArthur Fellowships, commonly known as genius grants, totaling more than $6 million over five years. Of the 23 winners, 10 are women.

Two of the youngest award winners are women. Kara Elizabeth Walker, 27, is a Provincetown RI artist who explores racial, physical and sexual exploitation. She will receive $190,000. Eva Harris, 31, an assistant adjunct professor of biology at the University of California at San Francisco, works on diagnosing and treating disease in Central and South America. She will receive $210,000.

- **The American Council on Education** selected 18 women among 34 college and university senior faculty and mid-to-senior level administrators as members of its 1997-1998 ACE Fellows Program. Its goal is to identify and prepare promising faculty and administrators for senior executive positions at colleges and universities.

More Women Named as Presidents

More women are taking the reins of the nation's colleges and universities. A partial list of new postings:

- **W. Ann Reynolds** will be the first woman president of the University of Alabama at Birmingham. She's leaving as chancellor of the City University of New York after seven years in the hot seat.
- **Nancy Belck** will start September 1 as chancellor of the University of Nebraska at Omaha, having been president of Southern Illinois University at Edwardsville since 1994.
- **Judith I. Bailey** is president of Northern Michigan University, having been VP of academic affairs at the University of Maine at Orono.
- **Martha T. Nesbitt** is president of Gainesville College GA, having been an assistant to the president at the University of Georgia, and VP and interim president of DeKalb College GA.
- **Rosemary DePaola** is president of Georgia College and State University, having been the dean of the college of arts and sciences at Western Carolina University NC.
- **Nora Kitzer Bell** is the first woman president of Wesleyan College GA, having been dean of the college of arts and sciences at the University of North Texas. Her husband, David A. Bell, also became a college president in August, heading Macon State College GA. They are currently the nation's only married couple to head colleges simultaneously, providing a ready-made topic for their dinner conversations.

Appeals Court Clears Vassar of Bias

In an ironic twist, Vassar College has won round three of a court battle in which a female biology professor charged the former women's college with bias in denying her tenure because she is married.

Cynthia J. Fisher won a federal court award of $627,000 and tenure back in 1994, in a case that was closely watched because it's based not on gender alone but on characteristics related to gender, which would expand its implications. In 1995 a three-judge panel of the US Appeals Court of the Second Circuit overturned the ruling, which the full appeals court recently upheld by a close 6-5 vote.

Naturally, Vassar leaders feel justified. Fisher and her attorney feel shafted, and have vowed to appeal to the Supreme Court. "We had probably one of the strongest discrimination cases ever heard, " Fisher said. "It's a terrible decision, not just for me but for all the women who take time off to care for their families." A dissenting judge agreed, calling the majority decision "bizarre" and "entirely unwarranted," according to *The Chronicle of Higher Education* on June 20, 1997.

Handling Sex Case Causes Depression

Handling the case of a former student accusing a swim coach of sexual harassment has caused Simon Fraser University president John Stubbs to take a six-month medical leave to recover from depression.

Last month Stubbs took a leave of absence to write a book, having fired the swim team coach for sexual harassment based on a student's complaints. During that time, university officials decided the firing process was unfair and rehired the coach.

The student society and other educators have supported Stubbs amid the turmoil, according to *The Globe and Mail* of Toronto on August 1, 1997.

Grant Backs Women in Non-Traditional Jobs

A $30,000 sex equity grant will help 18 women at the Honolulu Community College enter fields such as construction, aviation, mechanics and auto repair.

The money, from the state vocational education director's office, will cover tuition, books and supplies to help women get higher paying jobs than the typical clerical or cashier jobs where women often settle.

"Two-thirds of the wage gap has to do with the jobs women are in," noted Donna Milgram, head of the Institute for Women in Trades, Technology and Science, according to the *Advertiser* of Honolulu HI on July 27, 1997.

Mind over Modeling Ads Cause Flap

It started when a survey showed 14% of girls aged 8 to 18 wanted to be models, far more than any other profession. To convince them to focus more on their minds and less on their bodies, the Women's College Coalition, representing 82 women's colleges, launched a TV and print campaign. One ad showing a pediatrician says, "She's a doctor today because her role models weren't models."

Unfair, complained New York City model Esthar Young. But supermodel Veronica Webb agreed with the campaign, calling its message to girls "important," according to *The Birmingham News* on July 14, 1997.

MALE ATHLETES ACTING BADLY

Painful Paybacks for Convicted Athletes?

- **University of Minnesota basketball player** Courtney James was convicted of domestic assault for slapping and tossing his girlfriend across the room in April. He became enraged after her answering machine had a brief message from Los Angeles Laker star Shaquille O'Neal. James' sentencing is expected to be a fine or community service.
- **The last of eight Virginia Tech football players** accused of brawling with the track team last year was convicted of assault, giving the fighting team a record of 4-4 (cleared vs. convicted) for the evening. Sean Sullivan will spend two days in jail. As a result of 19 current and former football players at Virginia Tech being charged with violent offenses, the school adopted new penalties for athletes who break the law, and more life skills programs.
- **Six men associated with the Boston College gambling scandal** last year were indicted. As a result of the investigation, 13 Boston College football players were suspended, as well as eight seniors accused of being bookmakers in the scheme with ties to organized crime.
- **So far three San Diego state football players have been arrested but not yet charged** in the rape and assault of an 18-year-old woman near campus in March. The district attorney said substantial questions arose over their guilt.

How to Teach Ethical Decision-Making to Student Leaders

by Brenda McKenzie, Coordinator,
Student Orientation and Student Organizations
Kent State University OH

During orientation I was advising a new student who asked about a psychology class I'd taken. The student seemed very interested in the class and asked what I thought of it and of the professor. My experience in that class was poor. I knew we weren't supposed to give our opinions, but I couldn't help it."

"I'm a male orientation advisor. At the orientation dance, a female orientee asked me to dance. She said she was trying to get away from a male orientee who was bothering her. After several dances, she asked me to walk her back to the residence hall. As we left, I noticed several other orientation advisors giving me funny looks, assuming I was showing favoritism toward her or scamming on her."

These examples show "gray" situations for students working in student affairs programs. As educators, we're responsible for helping them understand how their actions impact our programs. One way to help facilitate moral development in our student leaders is by helping them learn ethical models of decision-making.

Having grown up in a new era, today's students are different from those of ten years ago; their values and morals are unlike our own. What students may see as "no big deal," we as administrators may consider a serious breach of credibility. We need to resolve these differences so students know what's expected.

> ***What students may see as "no big deal," we as administrators may consider a serious breach of credibility.***

That's why training is crucial to establish clear guidelines and codes of ethics so everyone is operating under the same principles. While no training can cover all situations, it can provide a base for ethical decision-making to maintain the credibility of any program or activity.

Models for ethical decision-making

Several models of ethical decision-making can help in developing codes and training student leaders.

- **Rest's Four-Component Model of Moral Behavior** states a person can behave ethically in a situation only after completing four processes: interpreting the situation as a moral one, formulating a moral course of action, deciding what to do, and doing it. The key is recognizing these as processes, not traits.
- **Kitchener views ethical principles** as more than convenient guidelines but less than absolutes, rather as conditional duties. This leads to viewing sound ethical practice as reasoned judgments to weigh and evaluate the implications of the relevant principles for each case. She lists these ethical principles: respecting autonomy, doing no harm, benefiting others, being just and being faithful.
- **Blanchard's and Peale's theory of ethical management**, which I believe is easiest for students to understand, assumes you can remove a lot of grayness from ethical dilemmas if you take time to sort out a situation. Since you have significant influence on those around you, you want to make ethical decisions. Answers to three questions can help you: Is it legal? Is it balanced? How will it make me feel about myself?

Exercises to help students make ethical decisions

- ***Ask them to develop a code of ethics for themselves.*** This is best done in small groups, with larger group discussion and a final compilation into one code acceptable to all.
- ***Develop scenarios or case studies of typical "gray" situations*** they may encounter and ask them to respond, either individually or in small groups. Discuss several models of ethical decision-making and have them review their situations. Would they change how they handled it? Why or why not?
- ***Ask them to define* ethics *versus* morals** in a large group discussion, and consider how being ethical affects their positions as student leaders.
- ***Ask students to share who they look to as ethical role models*** in their life and why. Brainstorm a list of traits and relate why those traits are important to student leaders.
- ***Take items from your campus or local newspaper*** related to current hot issues. Ask students to read and discuss them based on any of the theories/models previously discussed.
- ***Develop a list of potentially unethical behaviors*** related to their jobs. Ask them to rank these behaviors from least to most unethical individually, and then come to a group consensus. Process this activity by asking questions such as what was easy or difficult about the activity; what influenced them to make their individual versus their group decisions? This lends itself easily to a discussion of peer pressure and how students can be swayed to make unethical decisions based on group pressure.
- ***Discuss in a group***: Who do you consider an ethical role model on campus? What unethical things happen on this campus that everyone tolerates? How can you influence changes in this attitude?

Students find their own solutions

Here's how students might handle the opening examples after training on ethical decision-making:

- **Student questions the psychology class** where my experience in that class was poor: "I gave the student a general overview of what is covered in the class. Then I said each person has their own learning style and responds differently to professors. If they really wanted an idea about that professor's style, I suggested they look up the course evaluation in the library."
- **Student orientee wants to dance and be walked home**: "I gathered a group of orienteees and advisors together to go out on the dance floor. After several dances, she asked me to walk her back to the residence hall. I tried to find some other orientees going back to the hall. Failing that, I found her orientation advisor and the two of us walked her back to the hall." ◆

Brenda McKenzie presented on this topic at the March meeting of NASPA and ACPA in Chicago. Reach her at Kent State University OH (330) 672-2480 or FAX (330) 672-2025.

Pilot Course Teaches 'The Gender Difference' in Communication

Differences in how women and men communicate made the best-seller lists with Deborah Tannen's *You Just Don't Understand* and John Gray's *Men Are from Mars, Women Are from Venus.*

Now these are texts in a Wesley College DE pilot course called The Gender Difference. Two of the four professors who team-taught it spoke at the AAUW symposium on gender and race in June 1997: Lucille Gambardella, professor and chair of the Division of Nursing, and Kathleen C. Jacobs, professor and chair of the Division of Business. Their co-teachers were a woman in communications and a man in psychology.

Rapport vs. report

Women use conversation to establish *rapport* or emotional ties and process their own emotions. Men use words to *report,* heading straight to the bottom line. Women speak privately, men publicly; women emphasize the relational aspects of what's said, men the competitive aspects. Despite many exceptions, these generalizations are true enough to mess up intimate, casual and business relationships. The exceptions confuse people, too, when they assume others must follow gender type.

> ***Unreasonable expectations can make us our own worst enemy.***

To challenge stereotypes, the professors made pink handouts for males, blue for females. Their point wasn't to encourage gender differentiation, but to teach them more flexible styles and to understand each other.

The class enrolled 15 women and eight men. "We were surprised we got as many male students as we did. We thought we might just have two or three," Jacobs said.

Students ranged from frosh to seniors, with an average age of 21. Their fields were diverse: 10 were in psychology, five in business management, two in liberal arts, and six in other fields including elementary education, accounting and nursing. Reasons they chose the class:

- *"Information about the opposite sex,"*
- *"An interesting elective,"*
- *"Four different faculty perspectives," and*
- *"Help in my job."*

Seniors prepare for jobs

Workplace communication was a big reason students enrolled, especially seniors. The class taught them to work with people, understand others, and be aware of their own behaviors. Problems arise because it's hard to encode a message so both females and males understand.

Workers need access to both styles to move easily from one organizational culture to another. A task-oriented, "don't explain, just do it" style predominates in engineering and the military. Other cultures demand more chit-chat before handing over the data. Women make many mistakes in business. Having learned as girls to cajole and please, they may make unwise promises or fail to take a hard line when necessary.

But those who reach leadership positions by staying focused on task can irritate the women who report to them, Jacobs said. Most women say they'd rather work for men. Their gender stereotypes lead them to expect more relationship from a woman, and to condemn her if she seems inaccessible. If a female and a male boss each stop to chat once a day, employees see the woman as aloof and the man as jovial.

Students who take the class will see it differently. They'll see the woman in management is just doing her job, Jacobs said. Unreasonable expectations can make us our own worst enemy.

Women more comfortable with role plays

The presence of both genders on both sides of the desk made the classroom its own laboratory. Participation, counting for 20% of the grade, came more easily to the female students than some of the males. "Boys learn to behave in teams. Girls raise their hands and try hard. We'll do anything to get attention," Jacobs said. While boys are trained to compete and win, girls learn fairness and a desire to please.

Women were more receptive to role plays, which student evaluations rated one of the most useful course elements. Students were invited to bring in real life situations. "If you put people in other people's shoes, they can experience where they're coming from," Jacobs said. That makes it much harder to get angry.

"Aha!" moments of sudden understanding came to those who reversed roles. A woman playing a male role took on male traits instantly. "I never saw it that way!" she said, suddenly unwilling to show her vulnerability by asking directions. Male defensiveness about role plays partly reflected a dislike of being stereotyped; some men *do* ask directions. It also reflected discomfort with "becoming" women, however briefly. For complex cultural reasons, role reversal is much more acceptable to women than it is to men.

Two men dropped the course, receiving grades of "incomplete." They had been very quiet in class and seemed ill at ease when the professors said they had to contribute. All the women completed the class.

Will the idea spread?

Gender differences in communication has no academic niche. Taught at Wesley College by senior faculty from four different fields, the course belongs everywhere and nowhere in the departmental structure. Liberal Arts thought Women's Issues should take responsibility. Psychology considered making a claim. The subject also touches communications, sociology, biology, history, literature and business.

That suggests just how novel the idea is. While several colleges offer similar courses, most do not, Jacobs said. Several male administrators at the AAUW symposium said they'd like such a course on their own campuses.

Wesley College administrators and faculty have been very supportive of the course. With high student demand, the team hopes to teach it again in spring 1998. They're considering balancing genders on the teaching team, after complaints of the male professor not getting enough airtime. ◆

—SC

Call Jacobs at (302) 736-2519; Gambardella at (302) 736-2512.

Strategies to Support Returning Female Grad Students

By Nancy D. Hall, EdD, based on her dissertation
at The George Washington University DC

My interest in helping female grad students aged 30 and above stems from managing adult graduate programs. At one school, I recruited 50% each of men and women, but 82% of those graduating were men.

Most women left for nonacademic reasons. Although compared to male students they earned higher GPAs (both persisters and nonpersisters), they internalized perceived failures or deficiencies more and knew less about financial aid, receiving funding from their organizations less often than men.

I surveyed 183 women grad students at three universities in the Washington DC area, and found 22 significant factors affecting persistence. Some have no policy implications, but others can be influenced by teaching staff and faculty that attrition is an addressable problem, not a natural, acceptable phenomenon of graduate education.

Instead of blaming funding and enrollment as "beyond the control of university administrators and determined primarily by politics and demographics," my research offers strategies to enhance success for women grad students and their schools that are not prohibitively expensive or time consuming, nor do they conflict with a school's mission or compromise their standards.

Women often have special needs

The trends of more women earning bachelors' degrees and entering the professional workforce, and the nation's need for a highly educated labor pool, converge to make older female graduate students an important population to understand and serve.

Recent societal changes and economic realities promote older females' returning to school. But there are barriers. Often they're not viewed as serious degree candidates, previous coursework may be outdated, and often financial aid and other support are limited.

Cost, money constraints, high tuition, and lack of financial aid and support were mentioned more frequently by nonpersisters (by 27%) than any other response. Example: "I could not get enough money through grants, scholarships, or work study."

Personal reasons (health of self or others, divorce, life change, or interest change) contributed to 18% of the attrition. Example: "personal problems and overcommitment caused me to leave—single parenthood, hostile former mate and losing government job." Women students need skills to negotiate "the tyranny of legitimate demands" with boss and family.

Problems with faculty were mentioned frequently by persisting females. Example: "indifference to the student—most faculty members are uninterested in fostering students' professional growth—there is no mentoring."

Problems with administration were mentioned 29 times by persisters. Example: "I think (unfortunately) that graduate students are not respected and considered important (essential) for the university—I have been treated quite rudely by employees. Students are the commodities of a learning institution—the school should take good care of its students. The worst of all is: the lack of respect, appreciation I have received from several of the employees. I would say this treatment has been violent, aggressive—mistreatment." Lack of support for older, female, graduate adult, and/or working students accounted for 22 responses of the persisters. Example: "Not oriented to continuing education/adult working students with families and responsibilities."

Nancy D. Hall

How schools can help

I found the three most significant factors improving persistence are financial support, involvement in the institution or group, and a feeling of belonging there.

Operationally, there are many factors schools can address: advising, mentoring and counseling; enrollment status; societal membership, consulting in the profession and professional certification; self-esteem and confidence; study groups and group projects; and financial aid information and support. Women's needs have policy implications for designers of recruitment and admissions, orientation programs and cohorts, advising and counseling, mentoring, institutional research, and financial support.

Gender-neutral means patriarchal

The cohort plan addresses many of the barriers that inhibit the success of older female graduate students. Johnsrud recommends creating cohorts of students who enter at the same time and progress through coursework together to encourage collegiality as particularly helpful for women.

Cohorts reinforce the need for acknowledgment of their experiences, the differing way they go about learning, their desire to be actively involved in the learning process, and their need for affiliation.

Current theory says "gender-neutral" treatment in and out of the classroom is enough for females to succeed. But I found what's perceived to be "gender neutral" is a method of teaching that favors males: individual, combative, and forcing one to come to a singular conclusion, purged of overt gender-related examples and jokes.

An emphasis on "collaboration and the valuing of individual contributions as they enhance a group's learning and work product," characteristics of both feminist teaching and collaborative learning, addresses the discrepancies between "gender-neutral" and learning environments that are conducive for females

For faculty, the difficulty is in "redefining something as 'a problem' that has long been taken for granted as an appropriate and normal consequence of a pedagogy which serves established, and hitherto unchallenged, student selection objectives."

Strategies to help women grad students

Research shows most women learn better in a more collaborative than competitive atmosphere, and reentry women often lack confidence in their skills and abilities. Hagedorn concludes "faculty should not assume that mature students naturally know how to alleviate academic deficiencies ... they should be encouraged to participate in remediation and study groups." Specific strategies are:

- **Encourage full-time enrollment.** Attending full-time enhances the probability of graduation. Counselors can advise prospective students they can boost their chances of success dramatically if they can go to school full-time, and decrease their outside responsibilities.
- **Promote student involvement/ ownership.** Active participation is critical to persistence, Brainard found. Although the responsibility for learning rests on the shoulders of the student, not the instructor, beginning programs with group projects, study groups, and cohorts can lessen the barriers of isolation, competition and low self-confidence.

Example: "I formed informal study groups and support groups with my peers that helped me to deal with the stress of school and our program advisor. I'd like to see a graduate student lounge, graduate discussion groups, etc. be developed. These would encourage information sharing and support among students and lessen the isolation and competition that sometimes develops when people can't or don't talk to each other."

Membership in a professional or scholarly society is another form of involvement, and an opportunity to test the "fit" of the person to the discipline and its adherents. In the survey conducted for this research, those students involved with the professional licensing procedures of library sciences, social work, nursing, and education had higher persistence rates. The cohort-type groups represented by a program in the Tidewater area of Virginia by GWU, and the library science program in Richmond by CUA presented high rates of persistence.

Most women left for non-academic reasons.

- **Organize financial information and support systems.** Cost, money constraints, high tuition, and lack of financial aid and support were the most frequently mentioned barriers on the survey's open-ended question. Finances, combined with other factors such as family commitments and time conflicts, contributed 27% of the attrition.

In this study, women who quit relied on banks for information about financial aid and took out loans at a higher rate than did the persisting females, and incurred more debt. Persisting females were more frequently and substantially funded by their employers. Older, part-time reentry students need to be presented with financial aid options in an impartial, unbiased and inclusive manner.

To increase persistence, schools can: 1) advise women of the school's own capabilities; 2) share how other employees have had their graduate education sponsored by their employers; and 3) alert women to the drawbacks of relying on banks for information and funds.

- **Do intrusive counseling.** A proactive approach where the advisor takes responsibility for establishing contact with students and addressing their needs before they become problems or barriers to success can aid older, part-time students who don't know their advisor, may not be on campus when the offices are open, or may be reluctant to seek help. Example: "Faculty advisor was a mystery—never in or person had moved on." Another: "I felt that I should have been given more advice by faculty and department."

This behavior may seem passive, but to older female students conditioned to let others, usually males, take the initiative, waiting for a faculty member or department advisor to offer support is very logical.

Women's responses may relay an expectation of the advisors and faculty beyond the academic realm. Example: "I felt uncomfortable, at times, with my advisor because I really did not have any questions and it seemed he did not care to pursue a conversation regarding my academic program."

While each student is ultimately responsible for her own success, schools can use intervention strategies where they take the initiative, such by monitoring GPAs to spot declining performance.

- **Plan equity training for faculty.**

Of persisters, 47% agreed "department faculty treat female graduate students comparably to male graduate students." But only 30% of nonpersisters agreed. If researchers are correct that departmental interactions have more influence than school-wide ones, then faculty need to be sensitized to the unique needs, perceptions, and patterns of learning and interaction of older female graduate students.

Recommendations from Fisher-Thompson include assigning a specific academic counselor to work with reentry graduate women, providing each reentry woman with a mentor, setting up workshops to train faculty how to be mentors, assigning peer advisors, and planning orientation programs for the women and their families. She also recommends monitoring department activities for gender equity: shared authorships and other research opportunities, internships and job openings.

- **Train faculty and advisors on mentoring.** Students surveyed mentioned mentoring very specifically. Of persisting females, 35% reported having "little opportunity to develop a mentoring relationship with faculty." Of the nonpersisters, 55% agreed, a 20% difference! One nonpersisting female noted advisors (potential mentors) were assigned "without regard to student/professional interests and compatibility."

Persisting females said they sought career guidance and job seeking support in vain in relationships with faculty, mentors and advisors. Mentoring is crucial because it's job training, creating knowledge, and socializing graduate students to the discipline and the academy. Fisher-Thompson recommends workshops to train faculty how to be mentors; assigning reentry women to academic counselors and advisors; and planning orientation programs for the women and their families, as well as monitoring department activities for gender equity.

Quit sacrificing women's contributions

Johnsrud concludes schools "... must eliminate the barriers that confront women in graduate school. As a nation, we simply cannot afford to sacrifice women's talent and potential... " We know what strategies ensure equity of opportunity for older female graduate students. We cannot accept attrition of this subpopulation as natural or normal.

Nancy D. Hall presented at the AAUW symposium on race and gender in Anaheim CA in June. Reach her at (703) 941-7684, FAX (703) 914-0569; E-mail: nancyITC@aol.com

Distance Education Can Be Dynamite for Women

By Amy Kirle Lezberg, Associate Director
Commission on Institutions of Higher Education,
New England Association of Schools and Colleges

Amy Lezberg

As the explosion of distance education continues, it can help women throughout the world gain access to higher education, professional training and retraining.

Traditionally responsible for care of home, children and elders, women often have been forced to leave home for educational advancement. Now, thanks to computers and the Internet, women can continue to grow through distance education. Students not only can remain at home, but they're free of stereotypes based on gender, race, age, or physical appearance. Anonymity definitely favors women.

- **How does this new-fangled way differ from the old-fashioned correspondence course?** Students can now communicate not only with the instructor but with others in the class, which encourages the collaborative learning that is particularly effective for women, as pointed out by writers like Carol Gilligan. At many stages of their lives, the electronic process serves women particularly well.

- **How can distance education help women just beginning their higher education?** Women can attend a local college without being limited to its offerings. Three Connecticut schools (Trinity, Connecticut, Wesleyan) got a grant for one instructor to offer advanced courses in a foreign language. Students from each school would attend interactive video classes, with the instructor dividing his time among the three.

In other states, distances between campuses may be greater or women may have to remain in their home community because of familial or cultural expectations. Northern Arizona University addresses both problems; NAUNET beams some courses throughout the state, serving many adults on Navajo reservations. In remote areas of Maine, students can attend a local site staffed by a facilitator and offering interaction with a live class through the Educational Network of Maine.

Students not only can remain at home, but they're free of stereotypes based on gender, race, age, or physical appearance.

The Western Governor's University is planned to serve 13 states excluding California, which wants to create its own. The "virtual university" will have no campus. Students will learn from CD-ROMs, two-way videos, e-mail, the Web and other technologies. Four regional accrediting commissions are cooperating to ensure that it offers a quality education to students.

At Fort Hays State University KS, they're advertising for a Dean of the Virtual College!

- **What happens when a woman cannot attend any site, no matter how convenient, at a specified time?** While some courses still require students to be in a particular room at a particular time, others allow them to take courses anywhere anytime they want by e-mail. In these courses, an electronic interactive process frequently stresses written rather than oral communication. They minimize isolation associated with traditional correspondence courses by using chat groups to encourage discussion on the Net.

- **What about women who can arrange their schedule to accommodate class time, but then must leave campus for other responsibilities?** Chat groups can also extend traditional courses beyond the classroom, to include commuting students with home care responsibilities in extended conversations. Their advantage is in encouraging responses that indicate sustained and reflective thinking rather than just speed. At Boston University, students can submit compositions electronically. After instructors have commented electronically, students can revise and resubmit papers. The process frees both student and instructor to work at times and places that each finds most convenient.

- **How can distance education assist in graduate education?** Many women leave their graduate degree unfinished due to family care responsibilities, time pressures, relocation caused by a partner's job change or dozens of other reasons. In Brown University's anthropology department, students can report their observations from the field and get feedback from their committee without anybody having to go to the meeting. Such conferencing possibilities also benefit women who must leave their graduate schools after a certain amount of time regardless of the reason. They are much more likely to finish their degree if they can arrange consultations without having to return to the original school.

- **How can distance education benefit homemakers and midcareer professionals?** As the home-schooling movement continues to grow, distance learning allows parents to access master teachers who can provide guidance both in content and teaching. Comprehensive catalogues of materials for home schooling are helping parents.

Many mothers see the geographical and time constraints of child-rearing as temporary interruptions in their professional lives, but ones that prevent them from taking continuing education courses or attending professional conferences. Distance education can help.

E-mail and the Internet increase the likelihood of interaction among and professional development for other women who are no longer on campus. In Wisconsin, for example, more than 9,000 nurses keep current in their profession by a distance education program supported by the state. Graduates of the University of Wisconsin agricultural economics program, one in Guelph, Ontario, and the other in Wilmington, Delaware, devised a survey and presented at a recent Toronto conference after a multi-year collaboration with almost no face-to-face interaction.

- **How can international students benefit from distance education?** In the past, not only family-care requirements but also culture, distance and career responsibilities have prevented some women from getting the education that would advance them professionally. Today distance learning offered by schools like Champlain College VT and Charter Oak State College CN has allowed women in the Middle East, for example, to use their discretionary time to compete with those entering a field after having completed more traditional education.

Even when they do attend conferences, women can use the Internet to participate in discussions of a variety of topics anytime, anywhere. Those attending the National Institute for Experiential Learning of Thomas Edison State College, for example, get a weekly question; they're expected to answer not only the original question, but also reply to responses by other students. From such interaction, women can leave the conference having formed partnerships for more collaboration with others who may live far away.

- **What are other benefits of distance education?** Some graduates want to take courses and enroll in programs not to advance their career but for their own enjoyment and enrichment. For them, alumnae associations like that at Radcliffe College MA plan to offer appropriate courses to strengthen the bond between graduates and their alma mater.

As lifespans increase, many women must first care for elderly partners and then often are left alone and even housebound. Distance education offers them involvement in the ongoing intellectual life of their society without forcing them to encounter traffic, weather or crowds.

- **What should a student look for when choosing among offerings through distance education?** Both students and employers need assurance that the quality of an offering through distance education is comparable to that offered on a traditional campus.

Several accrediting associations have endorsed the guidelines set by the Western Cooperative for Educational Telecommunication. A program accredited by one of these entities ensures: The program is coherent and complete, includes appropriate learning resources, provides for student-to-student as well as student-to-faculty interaction, will continue long enough for students to complete its requirements, will be evaluated for educational effectiveness and will document each student's accomplishments.

Programs approved by regionally accredited associations also guarantee: the courses are kept current, the schools have a way to ensure those who get credit for a course are entitled to it, and the courses and programs will transfer to another school like those offered at their traditional campuses.

- **Where can you find and check the quality of distance education programs?** The number and variety is growing daily. Among useful web sites are:

http://www.drake.edu/consumer_guide.html
http://www.caso.com/
http://webcrawler.com/select/ed.edtech.html
http://miavx1.muohio.edu/~cedcwis/distance_ed_index.html

Every school offering distance education should indicate the name of its accrediting association.

Reach Amy Kirle Lezberg at New England Association of Schools and Colleges, 209 Burlington Rd., Bedford, MA 01730-1433; (617) 271-0022 ext 312; FAX (617) 271-0950; e-mail: alezberg@neasc.org

Will Women's Athletics Follow the Male Model?

While fans of women's sports celebrate the creation of two new pro basketball leagues for women, one each for baseball and soccer, and plans for ice hockey, others urge caution.

Two coaches of teams in the new WNBA league have already been fired. Linda Sharp got the hook after just 11 games as coach when her Los Angeles Sparks stumbled to a 4-7 start, while Mary Murphy lasted less than a month with Sacramento. So much for a fresh approach...

Since men created the model for athletics and now oversee both sexes, can we hope for an enlightened leadership that does not promote the violence, win-at-all costs, gambling and lawlessness of men's sports?

Unlikely, predicts Christine Grant, director of women's athletics at the University of Iowa and often a clear head discussing women's sports issues.

"Those of us who have been fighting for equal opportunity in women's sports for 20 years are worried," she said. "We may get equity, but we may also get a duplication of the excesses that characterize men's sports."

When athletics programs for women and men merged in the 1970s, Grant recalled, leadership and power went to the men, who naturally followed the male model of sports. These same types now rule the NCAA, and don't seem to want to change. "The people not on the management council are feeling powerless," she said.

Grant has noticed an increased emphasis on winning in Division I schools. "Our coaches feel like they're on a treadmill that never slows down," she said. "They never have quality time to put their brains in gear to discover how they can change the model. There's no life outside of sports in Division I, for fear that another may get the edge."

What if Cedric Dempsey was hit by a meteor, and his dying wish was that Christine Grant succeed him as executive director of the NCAA?

"The first thing I'd do is appoint a blue-ribbon committee to reform intercollegiate sports," Grant said. The goal would be to make them less commercialized and more educationally-based, fiscally prudent and ethically sound. "If we can send people to the moon, why can't we reform intercollegiate sports?" she asked. NCAA leaders would reply that as a membership organization, its goal is to serve members, not cajole them.

"Leadership is sometimes trying to get the majority to support going in a different direction. We've been going up the same road, spending more and more money," Grant said. Recent reports of spending on athletics show a dramatic increase in expenses for men's campus teams, up 139% from 1992 to 1996, while those for women's teams increased just 89%. During the same time, the number of male athletes decreased by 10% while females increased by 16%.

Why the increase? It's more of the male model, Grant says, plus university presidents astutely recognizing athletic departments as their Number One tool for recruiting and fundraising. Although she sees no immediate solution, "At least intelligent CEOs can talk about it."

Reminded that today's big time college football teams still roster about 115 players, more than twice that of pro teams, Grant found some solace. "We did get it down from squads of 150 players," she said.

Tips to Help Women On Campus Get Published

Why publish? To get a job, tenure or promotion? To see your name in print? To make money? To share your burning ideas? To change the world?

Publication may further any of these goals, but rarely can one publication achieve them all. It's best to target your writing to a clearly defined audience, rather than expect to reach heads of state and the homeless in one shot.

That's one tip from a discussion at the AAUW symposium on gender and race at Anaheim CA in June 1997. Using personal experience to demystify the publishing process were: Corwin Press acquisitions editor Alice Foster, Spelman College Women's Research Center head Beverly Guy-Sheftall who founded and edited *Sage*, and *Feminist Studies* editorial board member Shirley Lim.

Only your mother cares

"Your dissertation is of interest only to your mother, you and your dissertation committee," Foster said. At the other end of the academic scale, textbooks can make big money and influence a whole new generation of students. To publish the academic writing required for tenure:

1. Be willful about your choice of dissertation topic. You want a topic that's publishable, a factor your dissertation committee probably will fail to mention. Try to get at least three or four scholarly articles from it.

2. Expect to rewrite your dissertation for a wider audience if you want to make it a book. Your academic readership may be small, but it must extend beyond Mom.

3. Learn and follow established academic forms such as dense citations. Your credibility depends on them, though they're loaded with hierarchical assumptions such as universal access to huge libraries and information retrieval systems, Lim said.

4. Find a mentor. Academic mentors can help you learn the style and make connections to get published.

5. Consider writing and editing textbooks. The process is more complex but financial and personal rewards can be great. Textbooks require a good tight proposal, lots of readers and referees and sometimes a classroom test.

6. Keep your eye on the prize. As an untenured lit teacher at Spelman College GA in the 1970s, Guy-Sheftall assembled writings by women of African descent for use in her classroom. After many rejections of her reader, she connected with an African American woman editor at Doubleday who got it published. Through her book and the scholarly journal *Sage*, Guy-Sheftall met women from all over the world. Her publications influenced women students and helped shape the emerging field of black women's studies.

Finding the right publisher

"Getting published doesn't have to be as daunting as it was," Guy-Sheftall said. With a thriving feminist press and mainstream publishers, the range of outlets for women writers is much wider than 20 or 30 years ago. For both tips and contacts, it's important to network with people experienced in publishing.

FOCUS*:* First decide whether you want to publish a trade book or one with a narrow, scholarly focus. This affects not only how you'll write but how you'll look for a publisher.

AGENTS*:* An agent can take the mystery out of the search for a publisher for your biography, other broad-interest nonfiction or novel. On the other hand, Lim said she's published 10 books and still has no agent. For scholarly works, you'll most likely approach university presses without the help of an agent.

RESEARCH*:* To proceed on your own, find publishers interested in your subject in the *Literary Marketplace*.

CONTACTS*:* Make personal contacts at appropriate publishers. Some ways to meet the decision-makers:

- *Conferences*. Most scholarly conferences have book fairs where publishers come looking for manuscripts. Talk with them about your work and their interests.
- *Publishing institutes and internships*. Designed for those interested in publishing careers, they also initiate aspiring writers into the mysteries of the publishing world.
- *Mutual acquaintances*. Your contact can be through a third party. Use the same networking skills as in a job hunt.

PERSISTENCE*:* Don't sit on your hands. While waiting to hear about one book or article, start writing the next. Each rejection should restart the process with a new publisher.

If all else fails and tenure isn't at stake, Guy-Sheftall suggests self-publishing, which launched some feminist writers. It's become a respectable outlet for non-academic first-time authors, especially poets.

Not all editors are ogres

Editors are on your side, especially at feminist presses. Corwin Press actively seeks more women's voices.

Lim meets three times a year with her sister editors at *Feminist Studies* to decide which manuscripts to publish. As a gatekeeper at the same gate she knocked at for years, she sympathizes with all who submit manuscripts.

By the time you reach the review stage, the editor likes your work and wants it to be great. Reviewers try to strengthen the book, not bury it. Learn from their criticism.

Write what you love

Feminist writing can be more personal than traditional academic writing and reach a much broader audience. "Follow your star. Write what you have to, what you love," Lim said. Academic women can find it scary to write about themselves. When Lim started writing about her private life, she was afraid both her university and her family would be mad. Now she says, "Go for it!" Make a time and place to write. "Preserve a space for yourself, like the one Emily Dickinson went to all her life."

Publish your personal writing in the same way as other writing, though you're less likely to wind up at a university press. The publishing connection came easily for Guy-Sheftall when friends asked her to contribute personal essays for collections they were editing. Her challenge was accepting the vulnerability of making her private life public. "I want to do more personal writing in the next few years. I have to give myself permission to do this," she said.

She sees a growing market for women's memoirs, especially "the personal lives of professional women. People want to see how they put all the pieces together."

—SC

Call Beverly Guy-Sheftall at (404) 681-3643, ext. 7528.

Personal Remembrances of Carolyn Desjardins

On July 17, 1997, Carolyn Desjardins passed on, leaving behind her words and her incredible spirit. As director of the National Institute for Leadership Development, she was a guiding light for more than 3,500 women on the nation's campuses who attended about 75 Leaders Institutes since 1981. About 150 women and men remembered her at a 6 a.m. memorial service in Phoenix, beginning as the sun peeked over the mountains on August 16. Here are personal remembrances from some whose lives she changed. — **MDW, Editor**

Empowering women to discover and celebrate their own inherent skills and talents

Every once in a while over a lifetime, I have been presented with the opportunity to connect with another person whose special talents have greatly enhanced my life. Carolyn was one of those few.

She provided her special connection for me and for many other women leaders in higher education. She had the rare talent of empowering women to discover and celebrate their own inherent skills and talents — and to share the joys of women's leadership among many women. She lived her dreams, and for that I am grateful.

The memory of her career embodies one of my favorite life encouragements, "Love what you do; do what you love; and deliver more than is expected." Carolyn did.

Marchell Fox
President
West Valley College CA

I was one of the special chosen women

I felt so proud to have been "chosen" for the Leaders program. Especially since I am from a graduate school. But, Carolyn recognized that women from "all" schools need help and guidance and so she chose me.

From the day we got to Amarillo, I knew this was going to be a different experience. Carolyn, who had been so friendly and supportive on the phone up to the event, was now rushing around trying to get everyone settled in. I felt as though that personal connection had been broken somehow.

Later that night, though, my phone rang and it was Carolyn telling me how much she wanted to get to know me over the next few days and apologizing to me for being so busy. She apologized to me! Can you imagine? Needless to say, I felt totally secure and once again, special. Carolyn had that way about her. I am sure every woman there felt as though she were the special one to be "chosen." What a talent.

The one thing I remember most, however, are the last words Carolyn said to our group. We were sisters and we had to take care of each other. She admonished us not to lose sight of each other and to stay in contact.

I have tried my best to live those words and find myself, at the drop of a hat, jotting a note or an e-mail or just picking up the phone and calling a sister. I have made some friends that I cherish and vacation with, and others I read books with. What a wonderful gift she had.

I only hope I can continue learning and living as Carolyn wanted us to do. I am half-way through my doctorate and will keep on plugging away, just as she encouraged me to stay on my path.

Sharon F. Hall
Academic Coordinator
School of Hygiene and Public Health
Johns Hopkins University MD

A ceaseless flow of ideas for change

Carolyn Desjardins

Carolyn Desjardins broadened my notions about connections—how you make them and why they bring joy. She was a living model of the benefits that accrue from touching kindred souls, reaching for the inner core of sustenance and support in fellow leaders. I watched Carolyn at Bryn Mawr's Summer Institute for Women in 1983 and, again, when I came to one of her early Leaders Institutes in Phoenix.

Later, she sent me notes, a much-appreciated gesture, and responded to requests for speaking. That she acknowledged and celebrated her own rural origins gave me the courage to seek new challenges.

Across a lifetime, I suspect, Carolyn provided a ceaseless flow of ideas for change and examination. Above all, perhaps, for me, Carolyn had a spellbinding quality — an appeal to the inner person — an understanding of the need to capture and applaud the poetry of the heart.

Meg Malmberg
Dean of the College and VP for Academic Affairs
Lake Erie College OH

Uniqueness, endurance and inner strength

Carolyn Desjardins changed my entire life and my career. After going to NILD in Portland, 1989, my horizons broadened. Carolyn so inspired me to reach for the stars and the moon. She was responsible for my joining the American Association of Women in Community Colleges which has had a tremendous influence on my life.

In fact, that year I drove all the way to Washington DC just to go to the Leaders reception that she described. That is what happened to you when you knew and loved Carolyn Desjardins. You would follow her anywhere because she inspired you to be the best that you could be.

Many times, I told Carolyn that I had been very happy where I was as a Department Chair of Health and Physical Education until I met her. She caused me to look for new opportunities for growth and development.

It was her influence that led me to a Division Director's position and a Vice President of Academic Affairs in just three short years after Leaders. By the way, NILD is the best professional experience of my life because of Carolyn Desjardins.

When I wear my Navajo Bear necklace Carolyn sent to me from Arizona, I will always hear her say, "Larry Gay, I really wanted to keep this for myself, because you know, the carving of a bear necklace is so rare." But that was the way she was, always giving, always sacrificing for us. When I look at my rare bear necklace, I will think of it as a powerful symbol of Carolyn's uniqueness, endurance, and inner strength.

When I wear it, my eyes will fill with tears and my heart will be a lonely hunter until I feel the warmth of those wonderful Carolyn Desjardins' bear hugs. Then, I will smile with joy for the gift of her beautiful life to all of us. Thank you, Carolyn, my wonderful mentor, leader, and friend.

Larry Gay Reagan
Dean of Academic Affairs
Manatee Community College FL

She practiced what she taught

Like many of my leader sisters, my experience of Carolyn is and was that she practiced what she taught—mentorship, leadership, love and caring. In my sorrow at losing her presence I wondered how we could live with such a void in our lives. But the answer is us— the leader sisters who have learned from Carolyn's mentorship. As Carolyn taught us, her spirit remains in how we live as leader sisters and mentor those who will come after us.

Marge Skold
Dean of Instruction
Centralia College WA

I felt her spirit alongside

Just wanted to let my leader sisters know that I actually finished— successfully— my wilderness challenge course: rappelling down a 50-foot cliff, climbing High Sierra trails, crossing streams, chasing bears (better than being chased!), dodging lightning, hail, and mosquitoes. I never, ever thought I'd be able to do something like that. It was one of the most profound personal and professional experiences I've ever had. It was tinged with the sadness of Carolyn's death, but there were many times when I am sure I felt her spirit alongside and I would like to think that she was giving me a boost when I needed it.

Harriett Robles
Assistant Dean of Instruction
West Valley College CA

Helped us be stronger, braver and smarter

I attended the Leaders Institute during a year when I was an intern for the chancellor where I then worked. Although the chancellor was a woman, she was the only woman on that campus with power. Each day, men's voices seemed to control everything— bold voices, loud voices, deep voices, confident voices.

When Carolyn opened our Institute, I got whiplash! She taught us how to eat fajitas without dripping (the Arizona version of eating ice cream from a sugared cone like we do further east!). We looked questioningly when she took us into the desert and told us to look around until one of the pieces of quartz called to us.

We trusted Carolyn when she introduced Linda Moore who helped us figure out how we'd given our power away . . . and we then trusted Linda to help us figure out how to get it back.

When I returned to my job, those deep male voices around me sounded different. And my quieter voice sounded stronger. And felt stronger. And IS stronger. Now I'm at a different job, and the strength remains.

And although I never took her up on it, she said "give me a day, I can help you work through your grief about your mother's and sister's deaths." Because Carolyn was so centered, she helped all of us get ready for her leaving. We miss her leadership and warmth and humor and courage immensely, but she helped us prepare.

Carolyn lived in the moment yet helped us look ahead. She helped us be stronger and braver and smarter. To Carolyn's memory, I raise Dag Hammarskold's words: "For all that has been— THANKS! For all that will be — YES!"

Jo Young Switzer
VP and Dean of Academic Affairs
Manchester College IN

She made me feel like a real scholar

About two years ago, I was a part-time graduate student, getting my feet wet in the classroom after 20+ years. I was totally stressed out over my first paper. I will never forget how Carolyn made me feel like a "real" scholar when I e-mailed her some questions regarding an article of hers that appeared in the publication, *Women in Higher Education*.

Not only did she answer my questions, but she very generously shared some copies of her articles with me. What a difference that seemingly small gesture made in my level of self-confidence! I am now in school full-time and I hope that someday I can give back what Carolyn gave to me.

Lynne Byall Benson
Director of Alumni Relations, College of Human Ecology
Cornell University NY

Worked hard, played hard and loved us all

My first remembrance of Carolyn was the Texas State AAWCC Conference in San Antonio around 1989. This was my first association with a group of professional women, and I was favorably impressed. But this woman with the "crazy name" and fire-red hair was another story! Initially, I thought she was a true "flake," but then, she began to talk about the strengths of women and the only restraints on us as women were those we placed upon ourselves.

For several years I heard about Carolyn and the leaders Institute, but just never took the initiative to attend—until last March 1997. Carolyn demonstrated and exposed us Sisters to many facets of leadership. She worked hard, played hard, and loved us all. Her spirit will always be among, guiding and encouraging us, and I am proud to be a member of her Sisterhood of Women Leaders. "

Sue Lee
Assistant to the president
North Lake College TX

I know I can do anything

When I got my Leaders completion certificate and framed it, I had a picture of me and Carolyn matted right with the certificate. I have a picture of me and Carolyn from last year's AAWCC conference on my desk at work. I know I can do anything when I look at those pictures

Barbara Bermel
Board Member
Fox Valley Technical College WI

Part mystic, part mother, part Marine

During my training week of listening, learning and loving, I came to understand the profound influence Carolyn had on so many women. However, the first day I was not so convinced...

The agenda for the week included "power walks" at 6 a.m. and after-dinner team meetings until 10 p.m., and no excused absences from back-to-back sessions! In my call back to "thank" the President for submitting and supporting my nomination for this honor (which at that point was as sarcastic as I could muster), I reported that this woman who runs with the wolves was

Letting go, and not having constant control

I was only a girl back in '81 and yet I didn't know.
Feigning womanhood and sophistication, so much room to grow.
Then a real woman, a guiding light gently took my hand,
And in the next 16 years, she taught me to take a stand

Sweet sixteen the passage; imagine the nascent stage.
First meeting when I was like an infant, filled with hope and dreams and rage
She knew how to embrace these emotions, a compass in the blinding night,
Teaching me to find the direction, teaching me to never lose sight.

I was so naive and so all-knowing, with an arrogant assurance of self,
Thinking people were impressed with my intellect, the books I kept on my shelf
But Carolyn, she knew so much better; greater than the answers was the quest
I learned it was not just formal education that would help me become my best

It was okay, acceptable, even enviable to be able to reach into one's soul,
Exposing our deepest fears in order to determine the ultimate goal.
To know oneself and to be vulnerable, was the prize, the reach, the measure
Letting go and not having constant control was the true teacher's treasure

Through the adolescence of our relationship, I realized the gift I had been given
Touched by a mentor so powerful, a woman whose love was deeply driven
She encouraged me for all this time, as an agent positions a star,
Taking pride at each step forward, expecting me to go so far

Dear sweet Carolyn, you were our mother, our leader, our friend,
And now we must continue the legacy that mortality cannot end
Somehow we must know you are watching, or each success will be bittersweet
For no one was a greater enthusiast, no woman will ever know defeat

Rest peacefully for you have earned it; it's a transition to another phase,
This is your Next Step, dear Carolyn; the epiphany for your days
You will always be our CEO, filling our lives with success and pride
Keep on clearing that path for us, and we'll see you on the other side

With love and respect,
Barbara Gellman-Danley
VP Educational Technology Services
Monroe Community College NY

part Mystic, part Mother, and part Marine and did I really need this leadership training?

Little did I know then that I, too, would become a part of the legions of women who will always be grateful for having been among the "chosen few."

Some of us keep in touch irregularly...some of us catch up at national conferences, a few of us share a bond of enlightenment, but all of us remember the long days and short week which changed us in some way.

Eileen Morelli, a sister at Community College of Allegheny County in PA, and I talked a long time this morning because I needed someone to share my sense of loss. I needed to have someone remember that we loved her and we respected her teaching, and we are better for having known her.

Candace Gosnell
VP Planning and Development
Orangeburg-Calhoun Technical College SC

Most self-affirming experience of my life

Participation in the 1987 Leaders Institute was the singular most self-affirming experience of my life because of the personal interest Carolyn invested in me. Carolyn didn't just provide the occasion for growth; she pushed, pulled, led, grabbed, and hugged me into giant leaps forward. Because of Carolyn I had the privilege of presenting a paper in Beijing in 1990 which undoubtedly influenced my appointment as Assistant Dean for Faculty and Curricular Development later that same year.

Carolyn had a radar that honed in on the spirituality, values, creativity, and inventiveness she sensed in people. With an indomitable determination that was contagious, Carolyn's relentless confidence fueled her hope in an alternative future that would feel hospitable even to her. Carolyn was pure gift!

Susan Conley Weeks
Assistant Dean of Faculty & Curricular Development
Siena Heights College MI

She made us squirm

I felt Carolyn's strength before I ever even met her. I saw the ad for the Leadership Institute in the *Chronicle of Higher Ed*, and I felt this tremendous pull to attend even though it meant financing it mostly on my own, as I had already spent my travel money for the fiscal year. Colleagues asked me what I knew about this program, and I told them that I didn't know much because I didn't know anyone who had attended previous institutes. But still I felt this indescribable pull to participate. When I spoke with Carolyn on the phone I knew I had made a very good decision.

After I spent a week with Carolyn I knew I had changed and grown... for the better. From the moment we saw her in her Levis and cowboy boots, she moved us. She made some of us squirm when she asked us to engage in activities that perhaps made us feel vulnerable, that made us take new risks; but we all grew from them. We all grew together as Carolyn encouraged us and nurtured us throughout the week.

We all left Phoenix with a part of Carolyn in us, and we will carry that special part of Carolyn with us through our own lives, and hopefully, we all will impart some of that special wisdom to other women we encounter in our lives. I thank you, Carolyn, for sharing your loving, nurturing, encouraging leadership with all of us. For through you we came to know what we sisters need to do to help others sisters to learn, to grow, and to recognize and believe in the power of female leadership, that special power that has been repressed for so long in so many, but is essential for healing the world. Carolyn, you still live in all of us whom you have touched.

Mary Anne Hansen
Reference Librarian
Montana State University-Bozeman

Influenced my leadership style significantly

I met Carolyn when I attended the Leadership Conference the summer that Geraldine Farraro was nominated for the Democratic Vice Presidency. What an incredibly exciting place to be for that historic event! Attending that conference and experiencing Carolyn's wonderful leadership philosophy was a growing experience for me and one that has influenced my leadership style significantly. I will always remember her with admiration and respect.

Muriel Zimmermann
Dean, Physical/Life/Health Sciences
Chaffey College CA

I feel very blessed having had the privilege

Carolyn is a star! I have been awed by her brilliance for years. I have a deep respect for her work and dedication to the professional, personal, and spiritual development of women. I was fortunate enough to attend the February 1997 Women's CEO Conference and experienced the unconditional love and support she offered all of us. I feel very blessed having had the privilege of knowing her.

Lydia Ledesma-Reese
President
Skagit Valley College WA

A cult led by a charismatic guru named Carolyn

I am truly fortunate to have met Carolyn at her last NILD Leaders Institute in Albany. Upon arrival at the Institute, my first impression was that this was a cult led by a charismatic guru named Carolyn. I wanted no part of this insanity. However after raising my concerns with Carolyn she quickly put them to rest. By Day 2, I was laughing, crying and bonding with my leader sisters.

Carolyn had a way of connecting with each and every one of the leader sisters. We talked at length about my career goals and she encouraged me to contact other leader sisters who had achieved the goals to which I was aspiring. (I know she knows that I still have not made any of these contacts as yet.)

I am a better person today for having had the opportunity to meet Carolyn. Never before have I met someone who has had such a profound effect on my life. She has taught me that spiritual leadership is effective leadership. Carolyn's spirit will live on as a part of me.

Lorraine N. Fleming
Professor and Chair, Department of Civil Engineering
Howard University DC

She was a class act

I was part of Carolyn's last group in training for NILD in Albany NY. It was quite obvious that her disease was getting the best of her and she was feeling great physical pain. Carolyn would not let that pain get the best of her. She displayed such class that it made me proud to share this experience.

She poured her heart and soul into the training. She knew this would be her last group and she maintained tremendous energy and enthusiasm without a complaint regarding her physical condition. She was a "class act," a lady. The Institute can be proud because she was truly an inspiration.

Colleen Himmelberg
Assistant to the VP of Student Services
East Central College MO

Hold On...

Hold on to what is good even if it's a handful of earth.
Hold on to what you believe.
Hold on to what you must do.
Hold on to life even if it is easier to let go.
Hold on to my hand even when I have gone away from you.
The world needs who we truly are in it.
The mystery is calling us forward to remember who we truly are.
We are being initiated into a new world.
We are all being initiated into the time of spirit.
—Carolyn Desjardins

Confronting Sexual Harassment: What Schools and Colleges Can Do

by Judith Berman Brandenburg
Teachers College Press, Columbia University
192 pages, $18.95 (1997); (212) 678-3919

Sexual harassment in education is widespread. Despite the publicity, serious implications, known detrimental effects, and the law, it persists. The book aims to help schools use education, policies and grievance procedures to prevent and address sexual harassment, especially peer harassment and that at off-campus activities.

Defining the problem and its scope

The federal Equal Employment Opportunity Commission in 1980 defined two categories of sexual harassment, *quid pro quo*, which means "do this for me and/or I'll do this to you," and creating a hostile environment that prevents one from doing her job or completing her studies. Subcategories of harassment include: peer, contrapower, gender, sexual orientation, and the extreme forms of child sexual abuse, and sexual assault.

Harassment may begin with sex-role attitudes developed in early childhood...

Repetition and power are key factors in sexual harassment. If a behavior is repeated, it's no accident. Power is a factor because the person with power generally does the harassing. There's a continuum of sexual harassment behavior from the more subtle verbal abuse to the blatant acts of physical abuse, so it's crucial to address even the most subtle incidents early on.

The incidence of sexual harassment is based on the number of reported incidents, which varies depending on the sample, definition and methodology. It's normally underreported. Even so, studies estimate 50% of women and 14% of men are sexually harassed during their professional lives, while up to 65% of students experience sexual harassment by teachers and school employees and 60% to 75% by peers.

Legal responsibilities of schools

Sexual harassment in schools is illegal under Title IX of the Education Amendments of 1972. Schools must act to prevent both *quid pro quo* and hostile environment sexual harassment both by employees, especially officers and supervisors, and student-to-student peer harassment, including same-sex. Schools can respond to complaints of off-campus sexual harassment by moving students from the setting if the environment is hostile, and by developing programs to prepare students and faculty to identify and address sexual harassment in all settings.

"They just don't get it" reflects many men and even some women still not understanding the issues and behaviors that constitute sexual harassment. Sexual harassment is a socioculturally determined behavior that differentially involves both sex and power, not just a sexual issue.

Harassment may begin with sex-role attitudes developed in early childhood, when girls are devalued and boys are encouraged to be aggressive. With such deeply entrenched origins, no wonder the behavior is so difficult to change.

Creating policies and grievance procedures

Schools and colleges that develop strong sexual harassment policies and grievance procedures, as required by law, take the most important short-term steps to address and prevent sexual harassment. In fact, schools reveal their priorities and values through the quality of their policies and procedures.

Effective policies and procedures are essential. Procedures can rely on a single grievance officer or a grievance board. Most important is the informal stage of a grievance procedure, where complaints can be resolved in a flexible and non-adversarial context. Suggestions include how to handle difficult dilemmas, such as special school responsibilities for responding to off-campus sexual harassment by setting up more safeguards and creating joint policies and procedures.

Many educators are still unfamiliar with the term sexual harassment and unaware that it's pervasive and detrimental. Some schools have done little to develop long-term strategies to bolster their policies and grievance procedures. Although there's no clear and tested approach to education on harassment, there's much common knowledge on changing behavior and attitudes through educational interventions in other areas, including rape prevention, sex education, sexism and racism.

WIHE readers may appreciate case studies on harassment by TAs, faculty, coaches and students — powerful tools in educating about sexual harassment that can be tailored to different groups to develop questions for self-examination, courses of action and educational interventions.

Developing educational strategies

A final chapter provides suggestions and strategies to combat the rising number of sexual harassment suits at colleges and universities, asking why flagrant as well as subtle instances of sexual harassment continue.

Strategies include workshops for incoming students and staff, peer counseling, and curricular revision as appropriate. Especially schools of education, where future teachers emerge, "must be beyond reproach in responding to sexual harassment and should take the lead in uncovering and combating sexist attitudes that allow harassment to continue."

Education is the best hope for addressing and preventing sexual harassment by establishing effective sexual harassment policies and grievance procedures, and creating educational interventions and systemic institutional change.

Despite a need for research on causes of sexual harassment and developing effective policies, procedures, and educational interventions while identifying best practices, schools "do not have the luxury to wait, and are legally mandated to end sexual harassment now." ◆

By Marjorie Hutter, Project Manager at the Donahue Institute, *University of Massachusetts-Amherst*, (413) 545-6614

It's Easier The Second Time Around

To answer subscribers' inquiries about my daughter's plans for her sophomore year, here's an update:

This fall she's "taking a break" from attending Smith College MA and enrolling as a special student at the University of Wisconsin-Madison, right down the street from the *WIHE* international headquarters. Needless to say, the change is not without considerable soul-searching, discussion, planning and promises.

A little background

A National Merit Scholarship finalist, Liz applied to six schools and was accepted at five. Attracted by the East Coast area's traditional charm, she chose Smith College for its reputation of academic quality. I encouraged her to look beyond the obvious choice of the university in her backyard for several reasons:

As a high school senior in the 1960s, I saw little choice but to attend this university, having been ignorant of admissions and financial aid facts. Offered a decent scholarship, I grabbed it. My daughter had choices.

As a single parent, I felt it was important for her to Go Away to School, and 1,000 miles was my limit: At *least* 1,000 miles away. She needed to break away, find out some things about herself and her values, and develop the self-esteem that comes from being in charge of her own life. (I admit to anticipating resuming complete control of my time, car, house, phone, TV remote and love life.)

As a woman, I believed her choice to attend a women's college would offer a unique experience. Research indicates attending even for one year affects students forever, helping them gain more assertiveness, confidence, perspective and feminist beliefs.

As a mother, I enjoyed telling friends my daughter would attend an elite East Coast college.

Reality set in quickly

With generous financial aid, costs were comparable to attending the university here. Of course, that ignores travel and the cost of shipping 27 boxes of required clothes, electronic devices and housekeeping necessities.

Early on, the student bookstore became her favorite shopping destination. We have at least $13,769 worth of Smith College sweatshirts and pants, T-shirts, shorts, pens, car decals, leather folders, shot glasses, posters, notebooks, key chains and other items.

She found the academics there to be great but the social community to be lacking. One e-mail said, "I hate it here." Complaints centered around a lack of collegiality, student center, good food and soulmates.

At holiday break, she returned feeling run-down and listless. "What if I got really sick, and wouldn't have to go back?" she asked prophetically, two days before being diagnosed with acute mononucleosis. When she finally recovered, she managed to return late and finish up her first semester with respectable grades.

In spring, she did what she could to create a better environment for herself for the fall. She got in line at 4:30 a.m. to register for fall classes to assure getting those she wanted. She entered the housing pool and lucked out in landing a room in one of the most desirable houses on campus. She separated her things into 14 boxes for storage there, and sent an equal number back home. She made the dean's list.

Spring homecoming

Being back in comfortable surroundings with good friends seemed to underscore the isolation Liz had felt at college. Her body broke down again, this time with bronchitis. She presented an idea she'd been considering: taking a semester off from Smith to get her body and mind together, take some classes at the university here, return to Smith for second semester and plan for a junior year abroad. Her Smith advisor approved, wondering why she'd come there with a perfectly good school in her backyard.

Being old-fashioned and uninformed, I raised all the negatives: Would Smith let her back in? What about financial aid? Would credits transfer? Where would she live? What about those 14 boxes of stuff? I told her the decision was hers, and I'd support her choice of Smith or Wisconsin.

She set the wheels in motion

With vigor she set about finding suitable housing, classes, football tickets and other necessities. Now we're in the middle of negotiating what Going Away to College means to each of us, at the suggestion of a subscriber and former dean of students. Just as she doesn't want me knocking on her door at school, I don't want her walking in my front door at any hour to do laundry. We need to lead separate but equal lives.

I can offer her some advice on how things are done on my alma mater's campus, and point her to others for up-to-date information. To us both, it feels comfortable, a homecoming. Next week we'll fly out East together to send back all 14 boxes. I figure wherever she ends up for second semester, she will have learned a great deal in the process.

Mary Dee

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New Networking Model of Mentoring Catches on at Purdue

Marilyn Haring, dean of the School of Education at Purdue University, has a mission: Get more women and men in higher education to know about and participate in networking mentoring. It is a give-and-take process in which participants share their own expertise and receive the information they need from others, changing the school as much as themselves.

The new networking model contrasts sharply with the traditional view of mentoring, which emphasizes: A) one-on-one relationships, B) a hierarchy where a mentor holds position and power over a protégé, and C) unidirectional benefits that flow from mentor to protégé.

Haring refers to traditional mentoring as the "grooming" or "cloning" model, in which a protégé learns the ropes and is dependent on the mentor. If the mentor's career hits an iceberg and sinks as deep as the Titanic, the protégé's career will likely sink too—or be cast adrift to wait for the next passing mentor-rescuer.

Working with Mara Wasburn, director of development and alumni relations in Purdue's School of Nursing, Haring expects to launch several new networking mentoring groups at Purdue and expand people's awareness of this kind of mentoring. "My vow is that this campus will be a different place when I leave," Haring said.

Knowledgeable women who want to work with mentoring programs shouldn't settle for traditional mentoring. "This isn't a program to assimilate women into the institution," Haring said. Instead, "women will bring new perspectives and ways of doing things to the institution. The institution will not co-opt what we bring," she said. "That for me is the bottom line."

'Women Mentoring Women'

Purdue's mentor groups are an outgrowth of programs sponsored by the campus Council on the Status of Women. "I was always surprised by what people didn't know," Wasburn said. For example, some women didn't understand the basics of the campus maternity leave policy or weren't aware of job openings they'd have liked to apply for. "Such information gaps convinced me women needed to come together and learn from one another's experiences. Each of us has a piece of the puzzle."

When Marilyn Haring came to Purdue from the University of Massachusetts seven years ago, Wasburn read her resume, noted her interest and her research on networking mentoring and invited her to participate in a program called Women Mentoring Women. More than 200 women showed up and enthusiastically received Haring's comments, Wasburn noted.

Next, the two women offered an orientation session for those interested in joining a networking group. From it, four networking mentoring groups emerged in 1993. Each focused on a different theme, such as preparing for a career change, or developing leadership skills. One of these four groups stills exists, while the other three have disbanded after meeting the participants' original needs.

"It's a fluid process," Wasburn explained. "Periodically the groups would reorganize around new issues." Most met monthly during the academic year and included 10-15 participants.

Let's try it for faculty

There are currently two groups of women staff meeting. Now Wasburn and Haring are planning to reactivate a faculty group that started last year, with three women department heads as facilitators.

Faculty members who had participated in the other groups sometimes mentioned that their particular needs —for instance, isolation in a male-dominated department or promotion and tenure issues—were not addressed, and noted the lack of a women faculty group at Purdue. But finding a meeting time that doesn't conflict with either work or childcare has so far been a challenge.

Getting started

Scheduling isn't the only challenge in organizing a net-

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working mentoring group. "Some women are trying to reach out and connect with others in important ways ... they don't have experience with it," Haring noted. "There needs to be an orientation to the different roles and functions within the group, so they can be thinking about what they have to offer and want to receive."

An orientation is also important because many people have been trained to think of mentoring as grooming mentoring, and networking mentoring requires a different perspective. Here are Haring's suggestions for key characteristics of networking mentoring programs:

Marilyn Haring

- **Skilled program facilitation.** Networking mentoring groups need a facilitator who does not so much direct and organize as enhance and support an egalitarian group. The group needs facilitators who are committed to nurturing the participants, and who offer a minimum emphasis on hierarchy and conformance to the status quo.
- **Provision for access to the system.** Well-placed advocates within the system need to hear and act on messages from group participants. These advocates "give some measure of security, as well as encouragement, to members of the network who may not fit especially well within the present organization but who will invest in changing the system," Haring stated. "In networking mentoring, underrepresented people do not need to be clones in order to succeed, as is often the case in grooming mentoring."
- **Flexibility.** It's normal for the network to evolve over time, as participants' needs change. And participants' roles change according to the issue at hand; for instance, someone offering expertise on time management might need help in developing leadership skills.
- **Real caring, which leads to individual accountability.** "Participants in successful networking mentoring programs go beyond formal boundaries to give and receive benefits in caring ways," Haring said. Participants invest in each other and are aware of the impact they make on each other's lives. "This leads to a sense of responsibility to the other participants and a willingness to be held accountable to contribute as well as receive," she said.
- **Emphasis on both psychosocial and vocational mentoring functions.** Focusing on only vocational issues misses many needs of underrepresented groups on campus.

Besides the orientation, Haring sometimes offers suggestions on how a group can proceed. For example, it might be appropriate to conduct a needs assessment, focus on a particular campus issue or pursue more wide open discussion about leadership skills.

Even after they've become established, the groups continue to notify Haring and Wasburn about their meetings, and the two participate when they can. Haring added, "Because I'm a dean, when I appear they look to me to provide the leadership. It's good when I'm not there, so I fade in and I fade out."

Labor of love for the two women leaders

In different years both Haring and Wasburn have received the Violet Haas Award for Outstanding Efforts on Behalf of Women from Purdue's Council on the Status of Women. Yet the networking mentoring program is not entirely institutionalized. If the two left campus at this stage, the existing groups might continue, but who would help launch new groups and keep the existing ones energized?

Mara Wasburn

"There's nothing from above me that provides funding or anything like that," Haring said. She thinks the program might eventually be located in the Women's Resource Office at Purdue. "It's a mechanism we should tap," she said. Until then, Haring and Wasburn will continue to use what resources they have and can find on campus. But in the long run, "there's nothing keeping us from having control," Haring observed.

She acknowledges that supporting a networking mentoring program is more difficult than supporting the traditional grooming mentoring program. "It's more difficult to facilitate a successful mentoring network and document that it's successful," Haring explained. "It's easier to assess what an individual mentor did in opening doors ... but it's more difficult to design and implement and assess" the efforts of a network.

Haring's own efforts to promote networking mentoring don't stop at the boundaries of Purdue University. She has contributed a chapter on the subject to a book, *Mentoring and Promoting Diversity in Higher Education*, forthcoming from JAI Press of Greenwich CT.

In her chapter and in discussions, Haring is quick to point out that she didn't originate networking mentoring. She especially cites Marian Swoboda and Susan Millar, who contributed an article on the topic to the *Journal of NAWDAC* back in 1986.

The length of time it's taken for networking mentoring to catch on in higher education provides additional proof that the model is not the easy road.

But it is the effective road. ◆

—DG

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WOMEN
IN HIGHER EDUCATION

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Little Gender Equity Progress at Nebraska Since 1991, University Task Force Reports

Goals on paper are great, but there's no accountability when they're ignored, reports a University of Nebraska task force created early this year to check on progress toward gender equity goals set out in 1991.

"The policy statement is wonderful. The implementation is not," summarized Linda Pratt, chair of the University of Nebraska-Lincoln English department and of the task force. Some departments are doing better at hiring women but fail to retain them, she said, while some have done very little at all. After more than five years, few women still move into mid-level administration.

Pratt recommends appointing a single person to be responsible for gender equity on each campus, to act like an ombudsperson in helping each school meet its goals. "If you don't hold someone responsible (for progress), it's not likely to occur," she said.

Singled out for scathing rebuke was the Nebraska Medical Center in Omaha, where women told of being "subjected to abusive language, sexual insults and humiliation in front of patients." Male physicians routinely physically and verbally abused female faculty, students and staff, the task force reported. Chancellor William Berndt promised "we're going to get out there and do something about it."

Perceptions of equity differed by gender on all four campuses, the task force found. About 90% of men on all campuses believed the climate for women was supportive and women have an equal chance to advance as faculty, while only 70–80% of women considered their climate supportive and only 62–66% of women faculty agreed their chances to advance were equal to those of men.

Fear of retaliation was widespread among women, and far worse at the medical school than on other campuses. Other differences among the campuses:

- UN at Kearney: Limited part-time jobs, low pay, and exceptionally few tenured women faculty.
- UN at Lincoln: Fewest women faculty in the system, very few women administrators although women make up more than half the undergrads and half the grad students. The chancellor has promised to set up a fund to hire more women and people of color as faculty.
- UN Medical School: Inequities result from "historic inequities between doctors and nurses," especially faculty in the College of Nursing having nine-month appointments while those in the College of Medicine have 12-month appointments. Chancellor Berndt has set aside funds to move one-fifth of the nursing faculty to 12-month assignments.
- UN at Omaha: Has made the most progress in increasing the number of women in tenure-track positions, but women are scarce in administration, perhaps due to a severe shortage of career development programs.

Info from the *Omaha World-Herald* on August 30, 1997.

Retaliation Costs Kennesaw State $275,000

Some schools learn quicker than others not to retaliate against women who object to discrimination. In August, a U.S. District court ordered Kennesaw State University GA to pay its former communications department chair Candace Kaspers $275,000 for retaliatory discrimination.

Within 24 hours of objecting to a reorganization plan that would eliminate the jobs of the only two Jewish professors in her department in November 1994, Kaspers was asked to resign. Soon two more Jewish professors lost their jobs in the reorganization, and now all four have lawsuits pending against the school.

Kaspers, who is not Jewish, said she still believes it was her job to raise an objection to the effects of the reorganization. She will also resume her faculty job, according to the *Atlanta Journal-Constitution* on August 22, 1997.

Yale to Review Tenure Denial to Star

The Ivy League school with the worst record for tenuring women has had a change of heart, and will reconsider denying tenure to star historian Diane Kunz.

Yale University's president, provost and the arts and sciences executive committee told the history department they'd re-evaluate her tenure bid, whose rejection in January shocked colleagues and others.

The rare reconsideration is based on most outside referees not knowing her most important book would be published the month after their review was due, according to *The Chronicle of Higher Education* on September 19, 1997.

Mooning by QB Manning and Other Sexism Costs U of Tennessee $300,000 Settlement

Associate trainer Jamie Whited endured more than five years of sexual harassment in the athletics department at the University of Tennessee, but a mooning by star quarterback Peyton Manning in spring 1996 was the last straw. She took a three-month leave of absence, then last August filed a 33-point complaint against the school with the Tennessee Human Rights Commission.

This August, Whited and the university agreed to a $300,000 settlement, almost 10 times her annual salary of $35,000, which included her resignation. A New Jersey native, Whited has a doctorate in human ecology.

Her verbal complaints of sexual harassment to administrators since 1990 were ignored or "treated as jokes, and efforts made to protect the student-athlete and cover up the complaints," she said. The 33-item complaint, some documented on tape, included:

- As she worked on a player's toe, the football coach asked, "Jamie, you like big men, don't you?"
- An athletics administrator gave her made-up tickets with women's breasts on them.
- She was frequently teased about her breast size, tagged with the nickname "Bumper" and had two athletes refer to her breasts as "midgets," implying they were large enough to be human.
- Her picture was used as a dartboard that was left up.
- Athletics department employees frequently made AIDS jokes in her presence; her brother had AIDS.
- Bus trips with the track team featured sexually explicit movies, and a team song about her has sexual innuendoes.
- She received pay unequal to that of male counterparts in the athletics department, and physical threats, leading

to an "atmosphere of harassment and discrimination."

In response to the complaint, the university called the mooning incident "another example of horseplay that cannot be prevented." The $300,000 settlement does not come from athletics department funds, the university claims, but rather out of a "reserve," now believed to be a $3 million slush fund, that has been built into the annual athletics budget of $30 million in recent years.

Information is from *The Chattanooga Times* of August 20 and *The Tennessean* (Nashville) on August 27, 1997.

Women's Ice Hockey at Minnesota-Duluth

Responding to calls for gender equity in athletics, Chancellor Kathryn Martin announced UMD will start a Division I women's varsity ice hockey team in 1999.

Adding the team will bring the gender ratio of athletes equivalent to that of students, 55-45, which UMD promised the federal government's Office for Civil Rights. The team will offer 18 full scholarships to women.

"The important thing is that we're adding, not taking away," said UMD women's athletics coordinator Linda Larson. "The idea of Title IX was not to take away, but to provide opportunities. And this is the perfect time to do it, with the growth of girls' hockey and having women's hockey in the 1998 Olympics."

Men's coach Mike Sertich welcomed the team. "It's a great opportunity for young women. I think eventually you'll see a women's Western Collegiate Hockey Association."

Finding a suitable home rink may be a problem. The men's hockey team, the school's most popular sport, rents the city's convention center to host an average of 5,000 fans in its 20-game home schedule. The on-campus rink built for rec and intramural sports has no seating, but the women's team will need seating for at least 3,000.

The new U of Minnesota-Twin Cities women's varsity ice hockey team will start its program this fall, with St. Cloud State and Mankato State starting in 1999, according to the *Duluth News-Tribune* on September 12, 1999. Augsburg College MN started a team last year, and the University of Wisconsin-Superior, right across the river from Duluth, is starting a team this fall.

Former Female Cadet Files Federal Lawsuit; Citadel Cadets Escape Criminal Charges

One of the two female cadets driven out of the Citadel last year by hazing at the hands of male cadets has sued the school, its governing board, the officer in charge of her barracks and five cadets in her company.

Among Jeanie Mentavlos' charges are sexual harassment by taunts, physical attacks, having an altered picture of her put on the Internet with a penis and exposed breasts and having her clothing set afire.

"I'm seeking justice. The major goal is to make sure it doesn't happen to anyone else," said Mentavlos, who is suing in federal court over the hazing and harassment for which the school dismissed one cadet, punished 11 others and accepted three cadets' resignations.

Meanwhile, local prosecutor David Schwacke says there are no grounds to bring criminal charges against the male cadets because anti-hazing laws apply only to initiation rites for fraternities and sororities and other groups.

Baloney, responded Mentavlos' lawyer, Dick Harpootlian, noting the family is "shocked and dismayed that the solicitor has decided to become judge and jury. The system's being short-circuited because David Schwacke is playing politics rather than prosecutor." The other female who quit is also planning to sue in civil court.

Information is from the *New York Times* on August 21 and the *Wisconsin State Journal* on September 9, 1997.

State Audit of Minnesota-Duluth Athletics Details Scam on Women's Program

Using sloppy bookkeeping and many accounting grey areas, the University of Minnesota-Duluth athletics department was able to pilfer more than $288,000 from its women's athletics program between mid-1993 and mid-1996, state auditors report.

The university's own probe found a much lower amount, and points out the women's program budget will be $259,000 more next year than it was last year. UMD Vice Chancellor Greg Fox said the report states the department is on the right track in revising its accounting procedures.

"They were guilty of bad accounting. There's no question about that," said Deputy Legislative Auditor John Asmussen. Part of the problem was the school didn't separate the legislature's special appropriation of funds for the women's program, for compliance with Title IX, the federal law requiring gender equity in opportunities.

Among the many inequities the state audit showed:

- Women paid the cost of sports camps, but didn't share in the revenues. Women's programs were charged $137,000 in expenses for the camps, but the $200,900 proceeds weren't credited to the women.
- Fundraising was not credited to the women's program, presumed to be in excess of $58,000.
- Skewed formulas for charging staff costs for those working with programs for both women and men meant the women's program lost $29,000. UMD based costs on the number of athletes who actually competed in a season, not the number who were eligible and thus used some department resources. Women paid for a larger amount of shared staff since fewer male athletes were counted in the formula.
- Ignorant of restrictions on special state funds only for compliance with gender equity requirements under Title IX, UMD admitted using $366,000 for ineligible expenses.

The state audit substantiates claims of gender bias by a group of former women athletes who are suing the school. "This is a killer for UMD," said Steve Samborski, an attorney for the group pursuing a class action suit seeking monetary damages. "It's what we knew, but this really kind of puts the icing on the cake."

In April UMD promised the U.S. Education Department's Office for Civil Rights to nearly triple financial assistance to women athletes for this year, to $246,000, and reach gender equity in athletics by the year 2000.

But attorneys for the former athletes say promises for the future don't protect the school from paying penalties for mistakes in the past. Information is from the *Duluth News-Tribune* on August 27 and 28, 1997.

Women Chancellors to Move On

Amid glowing praise and looking forward to new challenges, two top university chancellors who are women in their 50s recently announced their departures.

- **Laurel L. Wilkening,** 52, chancellor of the University of California-Irvine for the past four years, will leave one of the nation's top public universities next June to pursue projects that are personal passions, such as researching population growth, the global environment and women's issues. Trained as a planetary scientist, she's the fourth UC chancellor to leave in the past 18 months, joining those at UCLA, Berkeley and UC San Francisco.
- **Margaret Perry**, 57, chancellor of the University of Tennessee at Martin for 11 years, plans to retire to make way for a new person with "new insight, new change, new enthusiasm and new direction" for the campus.
- **But Blenda Wilson**, 54, is staying put as president of Cal State Northridge. Having been a finalist for the presidency of Wayne State University in Detroit, where she once lived, she announced "I'm here for the duration."

One of few black women to head a large university, Wilson recently took heat for cutting four men's sports (baseball, soccer, swimming and volleyball) because the school's football program overspent its athletics department funds. The sports won a year's reprieve from the chopping block with extra state and private funds.

Reports are from the *Los Angeles Times* on August 26 and September 4, and *The Commercial Appeal* (Memphis) on August 21, 1997.

Barbie the Cheerleader Invades Campuses

It was only a matter of time until Mattel Inc. decided it could profit from making a Barbie doll who leads cheers for specific campuses.

So far 19 universities have agreed to allow dolls to wear their logos and colors, for an 8% royalty on sales. They are: Auburn, Clemson, Duke, Georgetown, North Carolina State and Penn State among state universities, and the universities of Arizona, Arkansas at Fayetteville, Florida, Georgia, Illinois at Champaign, Miami, Michigan, Nebraska at Lincoln, Tennessee at Knoxville, Texas at Austin, Virginia and Wisconsin at Madison.

Perhaps the dollmaker will notice today's campus women are much more interested in playing sports themselves than in cheering on the sidelines. Information is from *The Chronicle of Higher Education* on September 5, 1997.

Today's College Students are Customers, Demand New Administrative Strategies

With less than 16% of college students today fitting into the definition of traditional students aged 18 to 22 who attend school full-time and live on campus, administrators are reporting new strategies needed to serve them.

Arthur Levine, president of Teachers College at Columbia University NY, surveyed 270 student affairs administrators and 9,100 undergraduates, and held interviews and focus groups on 30 campuses for a 1998 book on differences in campus attitudes, demographics and social behavior since the early 1980s.

Demographics have changed dramatically: 56% of all college students are female, 54% work, 50% are at least 25 years old and 42% attend part-time. These new students expect colleges to act less like ivory towers and more like banks or stores, offering them nearby and convenient classes, parking, polite and efficient staff and a customer service orientation.

Today's students date less, drink more and expect better service from their schools. Rather than dating, students "travel in unpartnered packs" to avoid the risk and commitment they would face if coupled, Levine said. "One of the things undergraduates have been most eager to escape from is intimate relationships," Levine wrote, because many have never seen a successful adult romantic relationship. Instead, students prefer games, videos, drinking and sports. They report more casual sex, fueled by alcohol.

Incidents of bias based on gender, such as name-calling, graffiti and physical abuse, increased at 31% of campuses, compared to 24% reporting more racial incidents .

Administrators at 69% of four-year schools and 52% of two-year schools reported undergrads used more counseling services than in the past, reporting these increases:

- 25% reported more gambling
- 35% reported more alcohol abuse
- 42% reported more student drug abuse
- 58% reported more student eating disorders
- 73% reported more students needing remedial help.

Info from *The Tennessean* (Nashville) on September 3, 1997.

GRE Fails to Predict Grad School Success

The standardized test graduate schools across the country use for admissions does little to predict who will do well in psychology, and quite likely in other fields as well, according to a new study by Cornell and Yale universities.

None of three subtests predicted academic success for women, and only the analytical one predicted any aspect of success for men beyond the first year. Verbal and quantitative subtests predicted only men's first year GPA.

"With these exceptions, the GRE scores were not useful predictors of various aspects of graduate performance..." said Wendy M. Williams, associate professor of human development at Cornell. She and Robert Sternberg of Yale reported in June's *American Psychologist*.

The GRE also fails to predict success in physics, Williams said, and is suspect in the humanities as well. "The GREs, including the one specifically for psychology, do not assess many of the types of abilities required for succeeding as a professional psychologist."

Applicants from less privileged backgrounds lose out even though they may have the appropriate skills, Williams said. "Graduate programs rely so heavily on the GREs to make their initial cuts, many well-qualified applicants who are strong in the appropriate areas aren't even being considered. This is a huge disservice to the applicants, the graduate programs and society at large."

The researchers asked 40 faculty members of Yale's psychology department to rate on five scales the 166 graduate students they've had since 1980. Researchers correlated the GPAs of grad students in their first and second years, along with overall evaluations of dissertations by outside independent raters.

"We believe that our results underscore the need for serious validation studies of the GRE, not to mention other admissions indexes, against measures of consequential performances, whether of students or professionals," they wrote.

Students Take Initiative Against Campus Rape

When administrators at the University of North Texas in Denton ignored a campus rape, women students took action. Leaders of the Women's Collective and the Women's Studies Roundtable, both formed in the spring of 1995, met in a women's studies class. Soon they were working together to fight sexual assault.

Their first target was pornography in a campus bar's men's room, according to women's studies research assistant Charles Cook. Drunk men at the frat hangout visited the restroom and then returned to their dates. The bar owner denied this could lead to date rape. He refused to change the decor until a Roundtable leader noted that the sentences of many sex offenders barred them from looking at pornography. When did he plan to start checking patrons' criminal records? The pictures came down.

> *"Even if you're both naked, No Means No!"*

Informing women of danger

Six sexual assaults in Denton in October-November 1995 got little coverage in local newspapers or the student paper, the *Daily*. Leaders of the Roundtable and the Collective knew women couldn't take precautions unless they heard about the rapes.

Studies show nearly a fourth of college women have been raped, usually by acquaintances. Most universities cited much lower figures, because of underreporting by rape victims, omission of off-campus crimes and desire to make the school look good.

Silence in the wake of the 1995 Denton rapes may have helped UNT look good, but it didn't help students protect themselves. The Women's Collective used low-budget flyers and an information table to tell students about the assaults. Previously uninvolved women copied the flyers for their friends and attended meetings to learn more about the rapes.

Letters to the editor spread the message through the *Daily*, whose news coverage of the rapes was weak. The paper did move its crime briefs to the front page, but reported the 1995 assaults as isolated incidents. Its crime statistics for the previous year didn't even have a rape category. Only when panhandlers assaulted a man in January 1996 did the *Daily* finally suggest the streets weren't safe.

Sexual assault awareness month in April 1996 benefited from the ideas five Women's Collective members brought back from the Fifth Annual Conference on Campus Sexual Violence in Albuquerque NM. For the first time, UNT participated in Denton's Take Back the Night rally. Women's Programming repeated its "rape clothesline" of shirts made by or in honor of sexual assault survivors and victims. A panel discussion featured comments by the assistant chief of police, the assistant dean of students, a Denton County Friends of the Family representative and a UNT psychiatrist, all women.

Changing men's attitudes

"Sex is Great, when ... your girlfriend doesn't feel pressured to always say yes," one flier read. Another said, "Even if you're both naked, No Means No!" Some men stopped by the Women's Collective table for information and a few joined up. One wrote to the editor of the *Daily*.

Most men fell between the extremes of being a Women's Collective member or a rapist. They resented being stereotyped as potential rapists but saw no link between treating women as objects and the conditions that lead to rape. They denied the continuum from jokes and labels to harassment, physical abuse and sexual assault. A fraternity leader defended rush week visits to Hooters by saying young men were interested only in sports, drinking and women, then told the *Daily* "We need to break down stereotypes."

Like administrators, fraternity leaders at UNT cared more about image than rape prevention. Several Inter-Fraternity Council members at a presentation on date rape circulated a business card advertising a stripper. Sigma Nu later hosted a stripper at the frat house.

Fraternity men did better when asked to help sorority women. Three frats started an escort service, chiefly for sororities.

A new "UNT Men Against Sexual Assault" group in fall 1997 is training men from different social groups to talk to peers. "If you get a couple of cool men to be really loud about this issue, it can really change the dynamics. It's ridiculous to ask women to change all their activities, while no one says a word to the men," Cook said.

Institutionalizing change

Campus elections coincided with sexual assault awareness month in April 1996. Nine candidates from the Collective and other women's groups put women's issues in front of the students, into the *Daily* and onto the agendas of other candidates, two of whom called campus safety and stopping rape "the most important issue on campus." Six of the nine women's group candidates were elected.

The 1996 UNT freshman orientation included a panel from the Women's Collective on acquaintance rape. It gave them a platform to reach the most vulnerable population, first-year women students. The panel included a man to help persuade first-year men that real men don't rape.

Participation in freshman orientation led to cooperation between the Women's Collective and SAVE (Student Advocate Volunteer Educators), whose agenda had broadened from condom distribution to sexual decision-making.

Administrators were slower to come around. Campus police often dismissed women's fears and didn't list reported rapes in campus crime reports if they didn't believe the women. Though the October 1995 rapes stimulated requests for more emergency phones on campus, 15 months later there were still no new phones. By fall 1997 UNT promised blue light emergency phones. "I think it's more a response to student pressure than a belief there's a real need," Cook said.

Until administrations put student safety above institutional image, the initiative to fight rape will rest with students. ◆

—SC

Charles Cook presented at the Women in Higher Education conference in Fort Worth TX in January 1997. Reach him at (940) 565-2098.

Does Your School Send Mixed Messages on Multiculturalism?

The multiculturalism at many universities is designed for the comfort and service of the majority culture. It's rarely the kind that transforms individuals or communities, according to Randi Kristensen and Helene Lorenz of St. Lawrence University in Canton NY. At the AAUW symposium on race and gender in June 1997, they said minorities find the environment of weak multiculturalism on many campuses to be hostile and complex.

St. Lawrence hired Kristensen, English instructor of African Diaspora literatures, and Lorenz, visiting assistant professor of intercultural studies, to represent a "difference" on its mostly-white campus. The two have a mix of European, African, Jewish and Caribbean roots. They're supposed to help prepare students from the majority culture to participate in a global economy, but school norms try to silence the very "difference" they represent.

Catalog's multiculturalism statements conflict

Many university catalogs say something like this:

All members of the College X community are valued equally. The office of equity programs has the responsibility to ensure that all college activities, programs and practices comply with state and federal laws and regulations regarding equal educational and employment opportunities. College X is committed to multicultural diversity in its faculty, staff, student body and curriculum. The office of equity programs designs, implements and monitors programs that ensure attracting and retaining a diverse population. Students and employees who believe they have been treated unfairly are encouraged to speak confidentially with the special assistant for equity.

What's wrong with that? Plenty. It treats problems that arise over sex and race as individual issues to be resolved in private. It puts unfair treatment in a separate compartment from the main business of the university. It virtually assures that potentially embarrassing problems won't disrupt the outward calm. And it protects majority students and faculty from having to notice anyone else's discomfort, much less be transformed by it.

"Weak multiculturalism" prevails on many campuses. It fits #3 of these four ways cultural groups may interact:

1. open hostility, with violence
2. private hostility underlying public cooperation
3. negative tolerance, in which the out-group exists to serve the in-group's purpose
4. in-group concern for out-group well-being

Weak multiculturalism is no multiculturalism

A school with weak multiculturalism superficially accepts women, people of color, gays and lesbians and non-Western foreigners as a way to show tolerance. It freezes difference by refusing to engage with it. Theoretical study of distant cultures causes no discomfort and no personal change: "They want to appropriate our culture by reading books or eating at Taco Bell, but it's inconvenient to have to deal with the people who produced this culture."

Strong multiculturalism insists that people engage with difference. Its aim is not tolerance but change: a shift from #3, *negative tolerance*, to #4, *in-group concern for out-group well-being*. It promotes open dialog that can be enriching, liberating and painful. It's strong medicine for some. "We've had better success experimenting with strong multiculturalism in our classrooms than with our colleagues," faculty said.

Custodians or participants?

A few years ago it seemed diversity was here to stay and negative tolerance would naturally evolve into positive engagement. Recent court and voter decisions in Texas and California raise doubts. Kristensen and Lorenz are feeling the backlash personally, now that the administrators who hired them have left the school.

"We should concentrate on what we do best. We need to get back to our roots," their white male colleagues insist. "If they want to come into our institutions, they'll have to learn to do things our way," a St. Lawrence dean said of people of color. It may be all we can do just now to sustain weak multiculturalism, which lets minorities participate in sustaining the myths of the majority.

Academic rituals reinforce a mythology that puts Europe and North America at the center of human experience. Truth is rooted in the past. Western equals universal, rational and progressive. Universities claim to be the custodians of one universal "history," but strong multiculturalism demands "histories," because every history is told from a limited perspective in the present, in a cultural language and frame of reference and within a specific structure of power and privilege. Other academic disciplines share these limitations. Acknowledging them makes it hard to carry on business as usual.

Helene Lorenz and Randi Kristensen

The 'totalitarian we' and other unwritten rules

Faculty recruited for multiculturalism get mixed messages. Administrators who say they want multiculturalism sometimes confuse it with diversity. Unwilling to invest in faculty development, workshops, conferences and travel to stimulate dialog, they ask why putting more women and people of color on campus isn't enough.

Few are in a position to respond. Because universities have only recently opened their doors to women and people of color, those most invested in multiculturalism are usually junior faculty without tenure. They risk their careers if they break the unwritten rules by speaking up.

Kristensen and Lorenz broke the rules in a faculty development workshop on Caribbean cultures. Conscious of emotional distancing and avoidance of race and gender issues, they asked faculty to move around the room to reggae music and talk about their personal connections with Caribbean people. Several faculty members were outraged at this change of script. They broke these unwritten rules on campus multiculturalism:

RULE #1: Racism or sexism exists in American culture in direct proportion to the distance from the speakers. It may be extreme in another region, bad across town and discernible across campus. It drops to zero in the room where the discussion is taking place.

RULE #2: Internal conflict and negotiation may happen in groups far away, but here all is harmony. There's nothing to negotiate because "we" are all alike. Collegiality prohibits any challenge to the "totalitarian we."

RULE #3: Experiences of racial harassment are individual issues to be handled as quietly as possible. It is out of bounds to suggest a problem in campus culture. Minority faculty members resign only for personal reasons: the schools were bad for her children, his relationship went sour, she's an unhappy person who can't get along.

Weak multiculturalism protects majority students and faculty from having to notice anyone else's discomfort, much less be transformed by it.

RULE #4: Rational academic discourse is objective and dispassionate. Minority cultures are appropriate to investigate, preferably by reading a book. Discussing personal experience is either politics or therapy, and is inappropriate for faculty.

Violating these rules brings immediate ostracism. A student and faculty multiracial committee wrote to the campus newspaper after fraternity men shouted white supremacist abuse at African Americans. As a result, other faculty branded the committee members "subversives" and "white liberal troublemakers." The rules marginalize minorities in faculty discussions. If they see things differently, they aren't supposed to say so. When a tenured Native American professor pointed this out at a faculty retreat, responses varied:

- Silence.
- Deafness: *"We didn't hear anything."*
- Rules of order: *"That's not on the agenda."*
- Sidetracking: *"You quoted anonymously."*
- Confusion: *"I didn't know any of them were in the room."*
- Erasure: *"We're all white, aren't we?"*
- Repair of the "we": *"The group is not responsible for your personal problem."*

Changing the rules

The "totalitarian we" and other unwritten rules weaken a school, separating faculty of color from the working life of the institution. Faculty groups become segregated by identity or politics. People of color get overloaded with committee work and informal student advising. Multiculturalism is abandoned as an ideal that just doesn't work.

Faculty with multicultural ideals are in a double bind. One person is criticized as a troublemaker for raising a difficult issue; another is criticized for remaining silent on the same issue. Kristensen gambled her job when she joined a feminist reading group. "I feel like I have a choice of suicides: Join a group or betray my ideas," she said.

Some quietly isolate themselves with similar people and wait for tenure. Some take cautious small steps like joining a group, hoping to make a difference through "constant small acts of courage, healing, voicing, transforming and rebuilding." Many leave the university.

Of those who leave, some come back to give talks and workshops, saying things no one on staff could say without reprisals. They're like Africans who left to form free communities, returning to harass planters and encourage those still enslaved.

Those in one feminist reading group at St. Lawrence tried to change the rules. They agreed to focus on difference and embrace it. First they took time to build trust and community. They formed a safe space to acknowledge feelings of discomfort, inferiority, inadequacy and not belonging. They shared potluck dinners and movement as well as talk.

Reporting at the year-end faculty retreat, group members displayed clear plastic garbage bags full of paper scraps. On each scrap they'd named a part of self or culture that got thrown away in regular faculty reading groups. In the discussion afterwards, they used the word "we" in a conscious new way to talk about the group. Because they had listened to each other throughout the year, "we" statements reflected negotiated agreements by the entire group instead of unquestioned majority assumptions.

Replacing the "totalitarian we" with the "negotiated we" takes many changes, above all the will to do it. The risk and reward of engaging with difference instead of suppressing it is that we may be transformed in the process. ■

—SC

Contact Randi Kristensen at St. Lawrence University, Dept. of English, Richardson Hall, Canton NY 13617; (315) 379-5125.

WHAT SHOULD SHE DO?

Chair Picks on Former Faculty Friend

Marjorie was elated when her close friend Connie got the job as department head. For 15 years they'd shared confidences while sharing an office, telling each other secrets they both might regret later. The all-female department had a lot of back-stabbing, but not by them.

Granted, there had been opposition to Connie's promotion within the department. Some said she was crazy, the departmental basket case. Two previous chairs had tried to fire her, and Connie had outwitted them both.

Now that Connie is in power, Marjorie is feeling less than elated. Nothing overt is said, but their professional relationship has soured, and Marjorie doesn't know why.

In fact, it feels like harassment, but there are no reportable incidents. Rather than confront Marjorie, Connie uses innuendo, veiled allusion and intimidation to imply she is a poor teacher, mentally unstable and uncollegial. She's even made Marjorie get a doctor's statement of being fit for work, and a counselor's verification that she is properly caring for her 87-year-old mother!

Nobody will support her: Her situation involves no sexual harassment, no racial overtones since both are white women, the union won't support Marjorie, and even a labor lawyer won't get involved since there's a union.

The job market is tight and Depends are expensive, especially for a single woman. Five more years of the torture treatment seems unbearable. What should she do?

Got an answer? Respond by Oct. 10 to women@wihe.com

Managing by Delight and Pleasure

Chaos is scary. Nothing frightens us so much as fluctuation, imbalance, instability. But these are exactly the things that do us the most good, Margaret Wheatley said at the Righting the Standard conference in Phoenix AZ in June 1997. Instead of struggling to suppress chaos, she recommends welcoming it as the natural way organizations renew themselves.

Margaret Wheatley

Her ideas had jelled since last year. Despite a Harvard PhD, teaching experience at Brigham Young and two books, *Leadership and the New Science* and *A Simpler Way*, the high-powered management consultant arrived at the June 1996 conference shaken by a new realization. Her decades of teaching managers to play the power game had aimed at the wrong goal, changing them rather than changing the organization. (See *WIHE* August 1996.)

By 1997 she'd processed the insight. Referring to the conference's three tracks (professional, personal/spiritual and improving society), she said, "You know you shouldn't be asked to choose between tracks." Separating professional life from personal and social values harms all three.

The big management mistake

"We change one another with delight and pleasure," she quoted Saint Thomas Aquinas, noting most businesses take the opposite approach. "From my 25 years in corporate America, I can say that what they're doing does **not** create delight and pleasure."

Efficiency, customer focus, better business partnerships, competitive strength and niche are classic business goals. Trying to structure organizations for success has pulled us off focus, putting us at odds with nature and our own humanity.

If you change people with delight and pleasure, you'll encourage their creativity.

The larger the organization, the more it tries to make everyone the same, evaluating performance by preset standards. No two snowflakes are alike, but managers feel threatened by diversity.

Being open to change requires giving up control, since no one can read the future. But change is essential to human health. Without stimulation, an organism dies.

Social Darwinians say life is a struggle for survival of the fittest and teaches us to see each other as the enemy. More dangerous still, we carry the competitive ideal from business into our other relationships, instead of carrying respect for life's creative force into the world of business. The Dali Lama said a desire for happiness unites all beings. "You can't believe that you change one another through delight and pleasure if you believe that struggle and competition are necessary."

Bio-theology

If you think science teaches competition, uniformity and control, you're out of date. The message of modern science is creative chaos and unity in diversity.

No two aspens are alike, but they propagate by runners that push a new sprout up through the ground. What we call an "aspen grove" really is one highly cooperative system that couldn't survive if each tree pursued a competitive edge.

Independence doesn't exist in nature. But we humans perpetuate the myth of independence with stories of heros like the Lone Ranger. The natural world works only in cooperation. Wheatley invites us to base our lives on the world of nature, which she calls "bio-theology."

"I believe the purpose of life is to explore new possibilities. Nothing is ever the same," she says. Life invites us to be different, to change and discover. Creativity is what nature is all about. The diversity of life on earth is overwhelming, with at least five million species. When we create a garden, we plan for variety in height, form and color. A garden with just one kind of flower would look like a farm. We know this in daily life, but why not when we move into an office?

The right deed for the wrong reason?

In the latest management fad, organizations invest huge sums to train for creativity, teamwork, cooperation, quality and lifelong learning within the old framework of control. "Soul" and "spirit" are hot new techniques used to boost the bottom line.

Managers start to listen after they're convinced "the untapped corporate assets of spirit and soul" will improve their competitive edge. What happens if they try it and profits don't rise? They'll decide honoring human creativity just doesn't pay, and stop doing it.

Strange things happen when you mix story lines, Wheatley warns, like believing we'll improve teamwork, creativity and productivity through intimidation and control. If you change a person through fear, all you create is an enemy.

Corporate managers now call Wheatley a Pollyanna, claiming employees resist change and are motivated by money and fear.

The Dali Lama too has been accused of naïve optimism. "How do I convince people that I'm not an optimist but a realist?" he asks. It's part of the natural order for humans to thrive on love and cooperation. When we feel peaceful, we're kind. When we are kind, we're healthier. Traditional business "realism" does biological damage. An angry life can make you ill. An aggressive life can bring on a heart attack.

Nature calls us to exploration, creativity and diversity. The new science tells us to abandon our fear of one another and recognize we're all one, with the same desires and responsibilities. Connected by invisible runners like the aspens, we can stop feeling threatened by our differences and cooperate in a spirit of play.

Life is meant to be playful. It's fun to do things together in love, trust and mutual acceptance. If you change people with delight and pleasure, you'll encourage their creativity—not for the sake of the bottom line but because creativity is what it means to be human. Tell a flower enough times that it's lovely and it will flower from within. ◆

—SC

Organizational Planning in Chaos: Is There 'A Simpler Way?'

By Christine Smith Butler, Director of Resource Development, The Metropolitan Community Colleges, Kansas City MO

Planning is a special challenge for the human organization in today's dynamic environment. Planning is the process of casting an organizational direction that is indicated by its mission, powered by its internal strengths and weaknesses, and moved through an environment full of opportunities and threats.

Traditionally, planners have tried to detail a journey that will take an organization's ship to its future by anticipating environmental change and countering it with the reallocation of internal resources.

In *A Simpler Way*, Margaret J. Wheatley and Myron Kellner-Rogers invite us to explore a new way to view the human organization in their unusual book of prose and poetry. They acknowledge the magnitude, complexity and rapidity of change, and the implications for planning.

As a planner, I've explored the possibility of using *A Simpler Way* both within the traditional strategic planning approach and within the emerging large group intervention approach, which I feel most aptly addresses the realities of planning in today's context.

Rampant change defies planning

"We can no longer stand at the end of something we visualize and plan backwards from the future," the authors say. Strategic planning assumes we can predict a future position for an organization, and manage the impact of external forces so the organization will arrive at that position within a certain time frame.

Living systems are made up of "fluid relationships, that are webby, wandering, non-linear, and use entangled messes to express themselves."

To withstand the forces of the "outside" environment, strategic planning aligns resources to promote unique and specific strengths while countering internal weaknesses. But this approach doesn't allow for chaos, or for the emergence of new possibilities.

Using this approach to planning, we've tried to predict, control and plan our organizational position as if it were the center of the universe. We've believed the position was the result of human strategy, resource allocation and management. We've believed that by maneuvering organizational resources, we could effectively direct its course through an environment which loomed with forces intent upon our demise. Essentially, this approach describes what Dan Angel and Mike DeVault call fifth generation planning, or strategic planning in *Conceptualizing 2000: Proactive Planning* (1992).

In charting the strategic course of our organizations from today into the future, we've looked upon change as the difference between one static state and another desirable future state. We've drawn lines from Point A to Point B on the axes, and plotted, measured and graphed our plans to a fit neatly on paper. The increase in rapidity, complexity and discontinuities of change makes this static approach to planning seem rigid, superficial and naive.

View change as a positive process

Wheatley and Kellner-Rogers invite us to view change as a dynamic, creative energy. They encourage us to understand our selves and our organizations as integral with our larger living system, the environment, rather than as entities foisting their way through an adverse climate where little relationship exists.

Christine Smith Butler

By viewing change as a process rather than a product of measuring difference, they assert, "There is no way to truly influence a process except to dive into its dynamics, those forces that give it life and that propel it to its present forms."

We can participate as integral aspects of a living system of meaning seeking human organizations. Large group intervention recognizes the ongoing dynamics of change and involves all stakeholders, internal and external, to input real-time knowledge , perspective, and data.

These interventions "call us to participate" in defining organizational identity and purpose-finding. Large group interventions encourage cooperation, generate ownership and trust, and ensure a more complete perspective of the organization and its relationship with the environment, note Barbara Bunker and Billie Alban in *Large Group Interventions: Engaging the Whole System for Rapid Change*, (Jossey-Bass, 1997).

Large group interventions seek whole system participation in the processes for declaring identity, finding focus and intentionality, and activating multiple processes of meaningfully organizing.

Whole system planning includes people who are living, breathing associates of issues, events and trends of the external environment. It invites the interaction of all these perspectives to form the systemic context in which the organization is living.

By growing and changing, this system is constantly seeking to fulfill its identity. In such a system, the exchange of information is seen as a rich flow of empirical, sensory and intuitive data with which the organization interacts.

New relationships are alien events

Traditional strategic planning views information as data, assuming data is all that's needed and all the data can be known. We gather information from primary and secondary sources, inspect and analyze it at arm's length, then trap it in reports, charts and graphs.

In traditional strategic planning, emergence of new relationships and information is often netted, literally and figuratively. It is seen as an alien event, one that should be captured and controlled, and one from which organizations should retreat. Ironically, emergent ideas are met with fear and thrown into scrutiny boxes, where too often their emergence is squelched entirely. Traditionally, organizations have not tolerated experimentation.

Yet, "...the world creates newness in every relationship, we can only laugh at these studied attempts to control," Wheatley and Kellner-Rogers say. Celebrating the endless creativity of living systems, and the emergence of new relationships energizes our organizations with the excitement of discovery. In large group interventions, emergence is anticipated, sought out and celebrated for the surprise it brings. Experimentation with ways of being fit, as opposed to fitting perfectly, in an organizational system is important to today's organization.

Planning: an illusion

Traditional planning has been conducted under the "illusory cloak of prediction." Organizational planners believed they held the power to predict the results of enumerable forces impacting their organizations. Change agents entered organizational arenas confident that their work would direct the outcomes of complex processes, relationships and interactions.

Entering the fray as willful change agents leads us to believe we are powerful against unknowable environmental factors. Resigning ourselves to the power of change convinces us of powerlessness. Instead, I believe we should become convinced of the authors' notion that "life is exploring connections to create new and surprising capacity."

Rather than resigning ourselves to the eroding tides of change, we can activate ourselves by participating in the exploration of change meeting our boundaries. We can revitalize our definitions of self and of organization, interact with those of others, and discover new capacity. How much more encouraging and energizing this attitude can be!

This dynamic, this constant creative shifting, endless expression of experimentation and discovery begs for our participation. The only way to truly find meaning in this phenomenon is to plunge in, to participate in the shifting parallax, to "interact with" instead of "will against." And, engaged in this shared space, look at how our identity sharpens, shifts and re-forms... because as the authors say, "our plans are nothing compared to what the world so willingly gives us."

This article reflects Christine Smith Butler's presentation on using *A Simpler Way* to enhance strategic planning at the Righting the Standard Conference in June 1997. Reach her at (816) 759-1172.

Opportunities for Women on Campus

Contradictions and Tensions

October 16-19, 1997 in Chicago

20th annual conference of the

Organization for the Study of Communication, Language and Gender

Considering gender a social construct that often requires people to negotiate what seem to be mutually exclusive or competing demands, this year's conference examines the role of communication in creating, maintaining, shifting or subverting these contradictions and tensions. Contact Bren A.O. Murphy, Loyola University Chicago (773) 508-8891, or (773) 508-8892; e-mail: bmurphy@luc.edu

Kaleidoscope Conference

December 10-14, 1997 in Phoenix

Sponsored by DeKalb College GA

Exclusively for women of color, the conference offers dynamic instruction on relevant issues, provided by leading female presidents of community colleges from across the country. Contact Jackie McMorris (404) 244-2262; e-mail jmcmorris@dekalb.dc.peachnet.edu

Women in Higher Education

January 3-6, 1998 in San Francisco

10th annual international conference

Sponsored by the University of Texas-El Paso

Provides a forum to discuss issues relevant to women on campus, including equity, mentoring, non-traditional students, women in sciences, minority women, international issues and those concerned with specific ethnic groups. Contact Lisa Zabel (915) 747-5142; e-mail lzabel@utep.edu

Ethics: Fad or Future?
Have we been there? Done that?

February 25-27, 1998 in Long Beach CA

9th annual national conference on applied ethics

Sponsored by California State University, Long Beach

A grass roots movement of concerned professionals who support value-centered leadership in education, business and government, this conference integrates beliefs with action plans. Contact Delona Bersi (562) 985-8446, e-mail kphipps@uces.csulb.edu

Advancing Women in Higher Education: Who's at the Helm? Unresolved Issues...

March 4-6, 1998 in Baltimore MD

82nd annual conference of

National Association of Women in Education (NAWE)

Day-long sessions on current issues, legal issues and leadership. Skill-building or best practices sessions on curriculum transformation, women's commissions, legislative advocacy, women in mid-to-late careers, diversity, teaching styles for women's learning, tenure and advancement, effective leadership practices. Contact NAWE at (202) 659-9330.

National Institute for Leadership Development
Leaders Institutes

January 10-16, 1998 in Phoenix AZ
March 7-13, 1998 in Atlanta GA
May 17-23, 1998 in Portland OR
May 30-June 5, 1998 in Baltimore MD

Intensive workshops help women learn about themselves as people and as leaders, develop and use their abilities to become effective leaders on campus. Cost is $795 and applications are due November 7, 1997. Contact NILD at (602) 285-7494.

The Next Step (for VPs and Deans to be CEOs)

February 5-9, 1998 in Phoenix AZ

Includes some material from Leaders Institutes, plus what you need to know to make the jump to the top spot. Cost is $495-595: Applications due December 12, 1997. Contact NILD at (602) 285-7494.

Catherine R. Gira, President
Frostburg State University MD

"Mine has been a career path, not a ladder."

She went from being a professor of English to acting dean in the College of Liberal Arts to provost at the University of Baltimore. Six years ago she took her current post as president of Frostburg State University MD. Yet Catherine R. Gira doesn't really believe in career ladders.

"Becoming president was never my goal," Gira says. "I have a strong distaste for the notion people can program their lives into five-year increments." With horror, she recalls a speaker advising women in their mid-30s to define a clear career ladder and list who they'd have to knock off to get there. "Nothing could be further from the truth of my career path. And mine has been a career path, not a ladder," she stresses. "On a path you can turn back or see more than one road diverge. That's how life presents itself."

Afternoon teas and dorm parties

As president, Gira has the reputation of being strong and decisive—but nevertheless loved by students, faculty, staff and administrators. How does she walk that fine line?

It's her natural instinct to include people, to reach consensus whenever possible and to always let people know what's going on. She asserts that you can make tough choices, like cutting positions or programs, if you've kept everyone in the loop, so they understand your reasoning. "If I'm making a hard decision, people usually have a pretty good idea that it's coming," she explains.

And she doesn't just do it only when the budget ax is falling. At her 7 a.m. meetings with the housekeepers, she might learn it's taking longer than usual to get their favorite cleaning solution. At afternoon tea, she meets with secretaries and at evening parties with students in residence halls. It doesn't just serve to get out her message—it also works as rumor control, allowing these groups to ask questions, so she can squelch false information at an early stage.

"People may disagree with the individual decision you made but I think they understand pretty well why you made it," says Gira. "It's just like my methodology as a teacher. I always used the discussion mode. It's my style."

A backlash to consensus?

One of the first pieces of advice she'd give campus women, particularly if they want a high-profile post at the top: Be yourself. "It sounds cliché, but you really have to be true to who you are, because eventually a facade will crack and the real you will come through."

She also rejects the older model of campus leaders, the charismatic visionary who made solo decisions. Although she senses a backlash against what's referred to as a "feminine style of management" based on consensus building, she still embraces it. At a White House summit of women university presidents, she remembers some presidents arguing against consensus building because it can be interpreted as a sign of weakness. Gira scoffs, "Why should we become authoritarian, when that's what the rest of the world is drifting away from?"

Calling all angels

Some of the best influences on Gira have been men. Despite a very conservative mother, "My father had absolute trust that I could be whatever I wanted to be." And her husband was a strong supporter; when she was burning the midnight oil working on her doctorate, he'd quietly open her study door and push in a cup of coffee. It was the male president of her former school who asked her to consider the provost job.

Catherine R. Gira

Addressing a group of young women recently, Gira advised them to seek out an "angel." Not one with halo or wings, but someone of either gender willing to be active sponsors of women: "An angel will see a job opening and will promote and nominate capable women." Gira says when she sees a job posting and thinks of a woman who would be a good match, she doesn't hesitate to nominate her.

She told the young women not to be shy about asking people to nominate them. "There are studies showing women who get their first jobs by nomination move further," says Gira. "For men, there's no difference." Why? Her guess is that, unfortunately, it's an issue of women's credibility being suspect unless someone else has promoted their talents. "If someone has spoken on her behalf, there's an assumption she'll be good."

London bound, again?

It wasn't easy for a woman in her 50s who values stability to leave the University of Baltimore, an urban commuter school, to come to Frostburg, near a small town of 7,500 nested in the Appalachians. It's a conservative area, and Gira was concerned about fitting in. Not only was she the first woman president in the 11-campus Maryland system, but she was a widow. "That summer, between the farewell parties and the tears that went with leaving and arriving here, I kept saying to myself, 'I think I've lost my mind.' But this has revitalized me."

Despite her fears, she's been well accepted. "What I've found delightful was how the broader community accepted a widowed woman in her fifties who didn't come with the trappings of a hostess wife and the usual male social power bases like Kiwanis or Lions," says Gira. "But the area embraces the university and has been good to me from day one."

She stays sane by rewarding herself with things she enjoys. A Shakespearean scholar, Gira returns to Baltimore often to see plays with friends. And every year she spends three weeks in London seeing just about every play she can. "When things get hectic I say, 'Think theater, think London' and I get through it." ■

—MC

Women and Legacy

By Sarah Gibbard Cook, Harvard University PhD
Independent historian and writer

Most of the time it's all I can do to plan the week, but occasionally a friend's death, a key birthday or a brush with serious illness brings the uninvited question of legacy. It came up recently when I was driving to a memorial service for a musician friend dead at 51. People sing her songs who never heard of her. Will anything I do make any difference in the long run?

Ideally we're well established in our careers by the time reminders of mortality start to nudge. The reality is that midlife often finds women anything but "established." Some took time out to raise families and returned to professional life 15 years older than their male counterparts. Many celebrate 40th or 50th birthdays without tenure. As non-tenure-track positions increase in fields where women predominate, some hop between visiting appointments while others stay at schools that offer them little recognition or reward.

Sarah Cook

Flashes of "I'm getting older and time is running out" can come unbidden. We know Georgia O'Keeffe painted into her 90s, but our larger culture offers few positive images of older women. Those I see on television are usually taking Advil or choosing an investment firm.

This doesn't stop at the gates of the university. Those of us who got our graduate degrees long ago too often bog down in institutional service, like the biblical Martha (*WIHE*, June 1997) or the "organizational wife" (*WIHE* August 1997).

The content of a legacy is always individual, but the forms fall into patterns.

1. Legacy of nurture. Parents raise children who grow up to raise their own. Teachers teach students, some of whom become teachers. Administrators and senior faculty mentor younger colleagues who someday mentor others. Personal influence flows down through generations. It requires direct contact with people younger or more junior than oneself.

> *The legacy of modeling is inherently subversive.*

In a legacy of nurture, we pass along a way of *being* in the world or our profession, more than any specific idea or skill. Our grandchildren may inherit our sense of duty or fun or openness to people who are different from ourselves. Our students may pass on our enthusiasm for scholarship or our habit of questioning assumptions.

2. Tangible legacy. Write a book or paint a picture and it carries your message across time and space. Emily Dickinson avoided personal contact but more than 100 years after her death a newspaper reported the birds-from-dinosaurs controversy with her line, "Hope is a thing with feathers." Publications are the main way academics convey original scholarship or the synthesis of a lifetime of research.

3. Institutional legacy. Margaret Hennig and Anne Jardim bolted from Harvard to establish the Simmons College Graduate School of Management in 1974, with curriculum and timetable geared to women's needs. They retired this year after making sure the school was equipped to carry on their mission without them (*WIHE* March 1997).

Whether you start a new institution or change the structure of an existing one (e.g. to make the curriculum more responsive to women), institutional legacy requires letting go. Structures must become independent of personalities to last.

4. Legacy of modeling. After First Lady Betty Ford went public with her 1974 mastectomy, breast cancer became for the first time something Americans could mention without whispering. After Princess Diana removed her gloves to shake hands with AIDS patients, the stigma surrounding AIDS in Britain subsided a notch.

While nurture carries diffuse content down through generations, modeling spreads specific behaviors outward like ripples in a pond. While nurture helps the younger or less experienced learn the accepted norms, modeling changes the norms. It violates tradition or goes public with things previously kept under wraps. The legacy of modeling is inherently subversive.

Persistent subversives

So you're not quite ready to produce your *magnum opus*? Has the legacy question started to come up for you anyway? Consider generating small legacies as a perpetual subversive. Even if you're insecure in your job, you can still be a gentle thorn in the institution's side. The more hostile your environment, the more your modeling may encourage other women. Never underestimate the significance of helping to build a critical mass.

It can be very empowering to act selectively as if the world were the way you'd like it instead of the way it is. Some suggestions:

- **Speak the taboos.** Breast cancer has emerged from whispers into ordinary conversation. I've made a point of mentioning menopause to my son and daughter-in-law as well as friends. Silence about our bodies does a disservice to women.

  Academic culture would have us deny body, spirit, emotion and any music except classical. To be *really* subversive, try playing country and western. Each time you break a taboo you make it a little safer for the next person.
- **Partner across generations.** When older and younger women avoid one another they both get hurt. Partnerships allow for mentoring. The benefits flow both directions. Younger women can help subvert the devaluing of older women in our culture and on our campuses.
- **Go public with your personal life.** Admitting to a personal life is risky when traditionalists suspect women with outside commitments of being half-hearted or unreliable professionals. On the other hand, it's hard for younger women to plan their lives unless we break the silence about how we juggle the pieces.

Once long ago when I was teaching in a very traditional history department, my 5-year-old got sick and my back-up care systems fell through. I brought the child to my office and rearranged class locations to keep him within earshot. A woman history major thanked me after class. "I've been wondering whether I can go to graduate school and teach college and still have a family. I wouldn't dare raise the question with my other professors," she said.

"Subvert the dominant paradigm" says a favorite bumper sticker. Our subversive examples can multiply until they change the culture. If you think little things don't make a legacy, picture the oldest building on campus, with the donor's name in stone over the door. Now picture the marble stairs worn by thousands of students' feet, as deeply engraved as the stone with the donor's name. If the time isn't ripe for you to write your name over the door, you can still help wear down the stairs.

Tips to Turmoil When Interacting with Your Staff

By Charlene Ashborn, secretary, office of the dean,
College of Letters, Arts and Social Sciences
California State Polytechnic University-Pomona

Ed. note: Wise women know that a superb support staff can propel even an average leader into the ranks of stardom, and an unhappy staff can become saboteurs through neglect rather than outright malice. Here are some guidelines from past employment situations by one who knows the difference. -MDW

Scenario I: As a staff member, you come to your campus job each day with the goal of doing the best job you possibly can. Your colleagues, both faculty and staff, treat you with the respect and dignity that all humans desire. When you leave at the end of the workday, you know that both you and your work were truly appreciated.

Scenario II: As a staff member, you arrive at your office in the morning to find work piled on your desk that your faculty needs within the hour (but that they had on their desks for the past few weeks). Your assistant is absent again and will be unavailable to help you. As you hurry to complete your duties, you realize there's no way you'll be able to meet everyone's demands. When you mention this to your department chair, you're told, "That's your problem. Work it out." When 5 p.m. arrives, you wearily pack up your belongings and head home, knowing that you'll have to come back again tomorrow.

Which of the above scenarios apply to your situation? If you're fortunate, it's the first one. But for the majority of university staff, the second is more appropriate. Why? Unfortunately, it seems the treatment by faculty and administrators has a lot to do with creating the poor work environments many staff experience.

Women leaders often speak of empowering females on campus, but then fail to put their words into action right in their own offices. If you're an administrator or faculty member, here are some proven methods I've seen on campus that ensure your staff having low morale, resentment and negativity.

1. **Give your staff member a project that's due to a higher administrative level in a few hours,** but that you've been putting off completing for the past month. Helpfully remind her of the lunch or gifts you've bought her over the years, implying that she owes you this extraordinary effort as a payback for your largesse. Don't forget to include the comment, "If it's not submitted on time, I'll just say you couldn't get it done."
2. **Knowingly fudge on official documentation and expect your staff to go along with your creativity.** When she points out the obvious error, say, "Just do what I tell you." When the error is caught at a higher level, point out that your staff failed to catch it, but you'll make sure to talk to her about being more thorough in the future.
3. **Espouse your wholehearted support of staff in front of the people who matter,** but actually treat your staff in a disrespectful, condescending manner in private.
4. **Expect staff to serve as your personal assistant**. This includes duties such as go-fer, both on and off campus, babysitter, psychologist, maid and personal secretary for both you and your family members. When your staff points out that these aren't part of official job duties, mentally note a "bad attitude," and bring it up at her next performance evaluation.
5. **Don't support any staff development**. Deny staff the opportunity to attend workshops, seminars, and classes that may enhance their career and/or on-the-job performance. Staff positions are basically dead-end jobs anyway. If staff really had brains or ambition, they would pursue their education and become professors.
6. **Routinely infringe on staff's personal boundaries.** Remove material from their desks without asking, assume that staff are on-call during their breaks and lunch hour, call or visit them at home to ask questions or assign work, borrow money and don't repay it.
7. **Take out your frustrations on your staff**. Part of their job duties are to handle your bad moods without complaint. Your job is much more stressful than theirs, which entitles you to fits of pique. However, if your staff should be in a bad mood, remind them of the importance of a positive attitude at all times.
8. **Take all the credit.** After all, you're the star, and all you need is somebody to pick up the few things you haven't time to handle. They take a paycheck, don't they, so they should be thrilled to work for a star performer like you.

Think none of this applies to you? Think again. Next time you interact with your staff, consider whether you're doing everything you can to respect them as valued employees who are part of your departmental team, not handmaidens to the empress.

In fact, if you have the fortitude, why not review this list with your staff as a point of discussion on ways to improve and strengthen the staff/faculty bond? One way to start the discussion would be to say, "Perhaps none of this even remotely applies to our situation, but I just thought I'd check to make sure..."

How a Gender-Rich Environment Benefits Higher Education

By Carol R. Frenier

Many now realize that having more women in the workplace, especially above entry level, makes organizations more congenial places to work.

But when it comes to making policy decisions about what really matters to an organization, we're still a long way from valuing feminine patterns of thinking and perceiving. Women's perspectives seem "nice" but not essential.

In reality, the "feminine" is still largely absent from the philosophy and design of too many of our public institutions: business, government and academia. As Nancy Hall pointed out in last month's *WIHE*, "gender-neutral" usually means a system that actually favors males. It occurs because those who design the systems haven't been conscious that their thinking is largely "masculine" thinking.

I believe we need a work environment that's *gender-rich* rather than gender-neutral. In my book, *Business and the Feminine Principle: The Untapped Resource* (Butterworth-Heineman, 1997), I identify four aspects of what I call the feminine principle, a complex of capabilities and attitudes rooted deep in the feminine psyche, not in superficial cultural mores. Two are particularly significant on campus.

Diffuse awareness: Eyes in the back of the head

The concept of *diffuse awareness* comes from Jungian psychology and was developed most extensively by Irene Claremont de Castillejo in *Knowing Woman: A Feminine Psychology* (Harper Colophon Books, 1973). Diffuse awareness is the mental capacity to perceive data as a whole, interrelated field. It synthesizes rather than analyses.

Diffuse awareness is mothers having eyes in the back of their heads. They take in everything that could impact the child, knowing that missing one seemingly unimportant piece of data could make the difference between safety and danger. In contrast, focused-consciousness is the mental capacity to distinguish one thing from another. It analyses, prioritizes and focuses on a particular course of action.

Has the individualistic and competitive nature of academic achievement stifled some of the best academic work women could do?

Although all women and men have both capacities, diffuse awareness is linked more to women. Most men prefer focused-consciousness to perceive and deal with reality.

Consequently, in all of our institutions—which have largely been designed by and for men—there's a clear preference for focused-consciousness. It's so ingrained that we're hardly aware of the immense contribution diffuse awareness makes to our everyday work lives.

Our diffuse awareness picks up on the nuances of human feeling. It helps us know whether our department is functional or dysfunctional, whether or not students are really learning, or even whether the curriculum itself makes sense in the larger scheme of things.

Even in the very core of academic work, feminine diffuse awareness lurks. It's no accident that people who create original work—scholastic, artistic or scientific—frequently recount stories of dream images and intuitive leaps. We often speak of these people being visited by their Muse, and of course the Muse is feminine.

It's in the seeming chaos of simultaneous perception and leaps of faith that original ideas and discoveries occur. The best of scholarship, then, is produced by the dynamic interplay between diffuse awareness, through which the original insight often comes, and focused-consciousness, which works the material into a cohesive and communicable form.

Respond spontaneously in the moment

A second aspect of the feminine principle is the capacity to *respond spontaneously in the moment*, the hardest aspect of the feminine principle to understand. It contrasts with two more masculine mindsets: planning for and mentally projecting oneself into the future, and assessing reality from the standpoint of principles.

Carol R. Frenier

Carol Gilligan's work on moral development discusses this feminine capacity to be present in the moment and to respond spontaneously to what's happening right in front of you. Gilligan shows men tend to make the moral assumption that everyone should have a fair chance. For most women, the moral assumption is that **everyone's** needs should be met.

As a graduate student at Goddard College's outpost in Cambridge, MA in the 1970s, I saw the perfect example of women's responsiveness in an academic setting. We got a grant to develop parallel curriculum materials for rural and urban women. I was both shocked and delighted when the group apportioned the grant money based on need, rather than on who did the best work or who put in the most time! Women who work together in spontaneous and responsive way can be enormously creative. Has the individualistic and competitive nature of academic achievement stifled some of the best academic work women could do?

As our students move out into an economy that's increasingly information based rather than industrially based, they will need this skill in order to survive. Business debates how to empower front-line employees to perceive and respond quickly to new information. How will schools teach students mental flexibility if they don't integrate the skill into their own systems?

Ironically, global developments demand both women and men acquire skills we formally associated only with the feminine, just as women have had to develop masculine skills to succeed in the workplace. Sherry Turkle calls the evolving multiply-linked global communications system itself, the Internet, a natural for the feminine mind.

Identifying and valuing feminine patterns of thinking and perceiving are important not only to women's self-esteem, but to success in our global community.

Carol Frenier's book *Business and the Feminine Principle: The Untapped Resource*, is available from Butterworth-Heinemann, 225 Wildwood Av., Woburn MA 01801; (800) 366-2665. (210 pp, $17.95 plus S&H)

Let Intuition Guide Your Decision-Making on Campus

By Carolyn S. Westerhof, research professor,
Department of Aging and Mental Health
University of South Florida

Ed. note: As women on campus, we've often been rewarded for using the traditional male bases of logic and facts to make decisions. Rarely do we use, and even more rarely admit to using, other sources of information. Here's another viewpoint. -MDW

In the scramble of decision-making, many of the unknown answers really are "known." We can reach beyond everyday words and experiences to sense moods of people, assess other people's temperaments, know the outcome of our actions as well as others', and enhance our own decision-making abilities to sense, feel, hear, taste and see.

It's called our intuitive self, and training it can strengthen our healing and wellness, as well as creative and decision-making abilities. But reawakening our intuitive inner energies takes responsibility. We need to pay attention to the *present* moment in time, and stop rehashing yesterdays and daydreaming about tomorrows.

By staying in the present we learn how to focus, rather than mentally sabotage our thinking. As we become "quiet," we start focusing in the present. Ask your questions; listen to your "inner voice" to get answers.

Before you go into a meeting, find a quiet place and ask yourself the questions you want answered: what is to take place, who are your opponents and who are on "your side of the table."

When you're in the meeting, difficulties won't surprise you, and you'll hold disappointments in check so you can concentrate on the positive aspects of the meeting. This will help you to move forward in what you seek to accomplish, rather than be sidetracked by an irate question of "why" or "how could they do this"? You'll already know! You'll also "know" if the solution you want will be achieved, or if you're pushing your point of view to no avail.

Doing this will lessen your anxiety about "what could have gone wrong," for nothing really goes wrong. It's all learning new lessons and how to handle new situations. This is learning how to build faith in your journey, and to let go of expectations.

When we seek out our intuition, we learn to recognize that the outcome is not in our hands. It is as it were meant to be, whether or not we like it. If we remember that the origin of our self is within us, and we know that our "inner" and "outer" systems are woven together, we can open up to the recognition of our intuitive energies, and trust and believe in ourselves.

Intuition is one of the best tools administrators and educators can utilize. It gives you a true sense of "where you are," and an awareness of where those with whom you are working, negotiating and communicating are coming from. Using your intuition reduces your surprises. It's yours, and you can trust it.

Intuition is both non-rational and non-linear. It's like a muscle, bringing knowledge from within yourself. Information bubbles up from inside of you through images, words, symbols, feelings, emotions, physical sensations, like tingling in your fingers or arms. Your intuition can guide you to try something new, and view your daily routines with new perspectives. It can even facilitate your relationships with others. There are three types of intuition: *mental*, which embraces visual and sensual; *emotional*, which is reflected in feeling; and *kinesthetic*, which expresses itself through physical reactions.

Meditation exercises can help you recognize and welcome your intuitive energies. All you need is a few minutes each day to go into a meditative state. Meditation is based on slow, breathing techniques. First, find a quiet place. It doesn't have to be a ritual place, but can be in your office, even in your car if you're not driving. Let the only thoughts be the movement of your mind and the concentration on your breathing. If you find your mind wandering, try concentrating on a sing word in any language — Om, peace, shalom.

Try to hold your concentration for 15 to 20 minutes. In the beginning or when you feel pushed, it's okay to hold it for only five minutes. There are no "fast" rules; do whatever works for you. Keep bringing that one word into your mind to hold your focus. When you're ready, slowly open your eyes and begin to feel new, clear energy.

Write down your thoughts: the time of day, your feelings, the scenes you see, the people who walked through your life. The writing is important, for it's part of focusing your mind, so keep a notebook at your fingertips. Let the answers flow from within you. Your ability to concentrate will improve; your mind chatter will be turned off. You'll accomplish much more during the day, for your intuition will have guided you toward a state of calmness and reduced negative energy pressures.

No one's life is in a perpetual state of peace and harmony, but developing and using meditation skills will allow you to stay centered longer and to rise above another person's "aura." There is no "if only" when one recognizes the present as a learning lesson, and responds to the experiences generated by the "new lessons." Your own intuitive energies are your best guide.

We must rediscover and respect the connection linking our inner selves to our wider world. Using your intuition for both your personal and professional selves takes commitment. Know that wherever you go, your intuition is there to guide you, as your "very best" friend. Einstein, Plato, and Jung spoke of intuition as the most important of an individual's thinking. Set your sights, follow your vision but know that the final destiny is not in your control.

This path is not without risks. We know that our actions and thoughts have consequences, particularly as we serve, work, teach and share with others; there are no isolated acts or coincidences. In the process of reaching out professionally or privately, our search begins and ends within ourselves. And that's our gift, as we go forward to make a difference for ourselves and for others through our chosen destinies as educators and servants of the public.

NCAA: The White Male Dinosaur is Moving

Selling out to the highest bidder, the NCAA this summer announced its corporate-like headquarters will move from Overland Park KS, a suburb of Kansas City MO, to a showcase palace to be built in Indianapolis IN.

Show me the money, the NCAA said, and Indianapolis bid $50 million to lure it there, $15 million more than its host city of 45 years and more than 10 other cities offered.

"It's not about money," claim NCAA head Cedric Dempsey and Sam Smith, president of Washington State University and chair of the committee making the decision. But the NCAA says the move will save the group $53 million over the next 22 years, compared to $23 million by staying in Overland Park.

Out of one side of its month, the NCAA says its top priority is the student-athlete. But the other side arranges annual meetings at plush resorts, where it passes rules like the new one allowing athletes to take jobs, but rescinds them a few months later over concerns about operational details.

Politics aside, Indiana is also the home of Bobby Knight, not exactly a poster boy for all-around good sportsmanship and sensitivity in coaching student athletes.

With an annual budget of $260 million and more active members and TV revenue than ever, the NCAA should be in good financial shape. But as a typical male-dominated organization, it ignores the human aspects of the ill-advised move, which will uproot those among its current 270 employees who choose to follow. Of course, there are precious few women at the top of the organization, and those who endure the hostile environment deserve our adulation.

NCAA employees have a year to decide whether to follow them to Indianapolis. Already many among its best have jumped ship, including some outstanding women. Given that support staff don't earn salaries that inspire moves halfway across the country, you can be sure an all-new support staff will answer your inquiries in the year 2000.

Disruption of staff and services to members has already begun at headquarters. Just try calling there.

This is an unfortunate move in many ways, because the NCAA finally has begun to respond to the needs of women athletes more in recent years than ever before. Kicking and screaming, the organization has listened to its members in making these improvements in the last several years:

- **Women won 35% guaranteed representation on the NCAA's management council** in the recent reorganization. Advocates had hoped for 40%, since Title IX mandates athletics opportunities equal by gender to that of the student body, but that's better than the 30% it had been. When the NCAA replaced the AIAW to control women's intercollegiate athletics around 1983, it guaranteed 30% representation by women as a minimum, and promised progress from there. This is the first real progress since.
- **Women won a gender equity provision in the certification program** for Division I schools, requiring them to present a plan for reaching gender equity in their athletics program, which would be reviewed by peer schools and approved publicly by the CEO. That provision was started about four years ago, and those schools are up for renewal in the next few years. Checking on their progress toward the goals at renewal time could be interesting.
- **Women won agreement that championships would involve an equal number** of female and male teams.
- **Women won provisions that lead to more humane treatment** of student athletes, with more opportunities to grant waivers for unusual situations.
- **Women won the NCAA's support in allowing staff to present Title IX seminars around the country. These** help members comply with the provisions of the 1972 legislation requiring equal opportunities for women in all phases of education, including athletics.
- **Women won the establishment of a life skills program**, that teaches athletes there's more to life than sweat and testosterone, helping to prepare them for life on campus and life after sports.

With all these good moves to demonstrate an evolving sensitivity to the needs of women athletes, it's a shame the NCAA has made this major public relations snafu.

While leaders claim other factors were the basis for the decision, the NCAA is modeling precisely the behavior of many student athletes who turn pro, demonstrating the bottom line is still who offers the most money. What else can we expect? ■

Mary Dee

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On Sports, Lies and Women Administrators in Higher Ed

"University presidents rarely get together without the talk turning to athletics," Judith Albino said. She should know. As the first woman president of the University of Colorado from 1991 to 1995, she chaired the NCAA's powerful Presidents' Commission from 1994 to 1996.

Now that she heads a graduate professional school with no athletics program, she feels free to speak openly about sports on campus without offending the faculty, board of trustees or even the football coach. As she told the National Association of Collegiate Women Athletics Administrators in Denver in October 1997, most university presidents lie about their athletics programs.

In the current mania for high profile sports, local high school teams make front-page news while academic achievements lie buried inside the paper. As a psychologist, Albino worries that athletes are replacing parents and national and community leaders as role models, especially in the inner cities. "We need to be aware of the ways our colleges and universities contribute to this conspiracy against youth," she said, listing four common lies.

LIE # 1: Admissions criteria are the same for athletes as other students. The truth is that schools often admit students with substandard credentials under special rules because they're talented athletes or musicians or the children of alumni. Albino has no quarrel with the practice, which opens academic opportunities to students who couldn't otherwise go to college. Since the NCAA makes universities report student athlete graduation rates, most try to admit only those they think can succeed academically.

"What concerns me is that we're not willing to own up to what we are doing," she said. Why not honor talent on the playing field as well as the violin? We're afraid to value athletic achievement publicly because it isn't politically correct, we don't trust each other to play by the rules and, unlike music, athletics isn't fully integrated into our institutional goals and curricula.

LIE #2: Learning experiences make intercollegiate athletics educational. There's a lot to be learned from athletics, but the truth is that students who train and practice 20 hours a week don't have time or energy to apply the lessons to anything else. "Most institutions make virtually no attempt to integrate the learning experiences of athletics with the academic curriculum," she said. Instead we pit academics against athletics and force students to chose.

Judith Albino

We're missing an extraordinary educational opportunity when we say athletic talent has no bearing on academic success. Why not analyze the learning experiences in our athletic programs and create ways to evaluate them for academic credit? Why not give student athletes financial aid to complete their education and not just their NCAA eligibility?

LIE #3: Gender and racial equity are major university goals. We all insist we're working hard to comply with Title IX, the law requiring equal opportunities in all aspects of education for women and men. In truth most schools fall short in athletics. Even where coaches make the same salaries, their contracts are rarely parallel.

What makes compliance so difficult is the pressure to win at the sports that make money: football and men's basketball. However lofty a president's goals, major donors and politicians want a seat at a bowl game. "Unfortunately nothing—not another National Academy member, a MacArthur grant, a Guggenheim fellowship or even a Nobel prize—can raise the visibility of a university or boost applications and enrollments as well as a winning football season," she said.

A school that's serious about winning must award all the football scholarships it's allowed, then spend what's left on women in the name of equity. Talented male athletes are turned away. Here again we treat athletics differ-

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ently. Universities trying to recruit more women into engineering don't reject men to keep the numbers equal.

Racial equity is equally complex. Few ethnic minorities are coaches and critics say NCAA academic standards discriminate against minority students. If a university admits other students with weak records, why shouldn't those who meet institutional admissions criteria be allowed to play intercollegiate sports?

LIE #4: Resources put into athletic programs don't reduce resources available for academics. It's simply not true. Fewer than 10% of all college athletics programs actually generate a profit. The claim that sports alone can motivate alumnae donations has never been tested.

If we're sincere in saying intercollegiate athletics is educational, why care whether athletics programs pay for themselves? "The problem is that American higher education does not have a clear philosophy about the role of athletics programs in our institutions," she said.

What presidents want from athletic administrators

Most university presidents don't want to think about athletics at all. They're pleased when athletic staff prevent or solve athletics problems before they become the president's problems, and they make decisions presidents can explain as consistent with academic values.

Albino urges athletic administrators to assess everything they do in terms of the university's guiding principles, purposes or values. Believe it or not, most presidents are happier bragging about student athletes' grades and graduation rates than their win/loss records.

To build the university's mission into your thinking about athletics, you need to understand the larger concerns and pressures driving the university:

- **Money.** Public institutions face uncertain state budgets. Private school tuition increases have hit the wall. The burden rests on administrators to raise private funds. Find a way to get comfortable with fund-raising.
- **Changing public expectations.** Students and parents are tired of paying more without getting more. This is not the time for fee increases or perks. It *is* the time to join broader discussions and consider how athletics can do more to improve teaching and enhance student life.
- **Diversity.** Beyond increasing the numbers of students, faculty and staff of color, athletics programs need to give fresh thought to helping everyone feel comfortable. And don't back off from pushing gender equity just to avoid looking like a single-issue leader. Schools are desperate for solutions, especially those schools with Division I football programs. The president will be grateful when you draft a financially realistic gender equity plan.
- **Technology.** Communications technology has begun to replace classroom lectures with distance education. How will the new technology affect education in athletics?

Leadership skills for women administrators

In athletics as in humanities or science, the best administrators are in touch with higher education and not just their own fields. Women in athletics administration sometimes overlook broader skills in their professional development. Many need to do six things better:

1. Build support throughout the university. Your involvement in governance and student life shows you consider athletics an integral part of the university. As resources tighten, you'll need all the friends you can get.

2. Develop strong financial skills. Staying within budget is only a beginning. You need a grasp of the university's funding sources and financial constraints. Budgetary skills and creative uses of financial resources are less common than they should be among athletic leaders.

3. Understand university process. Learn the unwritten rules as well as the formal channels. Don't even *think* of doing an "end run" around the president by going straight to the board of trustees. Keep the president informed but don't bury her in details. Prepare report summaries and well-reasoned recommendations, complete with pros and cons, to make her decisions easy.

4. Manage personnel. If you haven't yet been the defendant in a personnel lawsuit, sooner or later you will be one. Coach your staff on performance problems but don't tolerate interpersonal misconduct. Give training on multicultural issues and sexual harassment and follow your institution's disciplinary rules to the letter.

5. Ask for help. Many women haven't had the mentoring opportunities available to men. Identify the most effective administrators around you and ask them for advice. Expand your networks around the country.

6. Use women's ways of working. With men as their only models, many women are afraid to trust their leadership instincts. Women's ways of working can be very welcome in higher education. Women tend to be more collaborative, less hung up on power and control, more willing to teach and coach and more willing to learn from others.

"Women in athletics have incredible opportunities for success," Albino said. Because their programs are newer than men's, they can lay the right foundation from the start. By treating athletics seriously as a part of a university education, they can make life better for both students and presidents alike. ◆

—SC

Judith Albino PhD is president of the California School of Professional Psychology.

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Michigan Next Affirmative Action Target

The University of Michigan's aggressive affirmative action policies that boosted minority enrollment to about 25% of the 36,000 students at Ann Arbor is being challenged in a lawsuit filed by the folks who brought the *Hopwood* case to Texas, ending most affirmative action strategies there.

Filing a class action suit in federal court on behalf of two white students denied admission at Ann Arbor, the Center for Individual Rights hopes to change Michigan's policies.

But Michigan President Lee Bollinger has other ideas. "For almost 200 years, public universities have unlocked the doors to social and economic opportunities to students from many different backgrounds. We believe it is absolutely essential that they continue to do so."

The students are Jennifer Gratz and Patrick Hamacher. Gratz was rejected in 1995 despite a 3.8 GPA on a 4.0 scale, an ACT score of 25 out of 30 and class ranking of 13 out of 298 in her Detroit area high school. "I believe what happened wasn't fair," she said, according to an Associated Press article in the *Wisconsin State Journal* on October 15, 1997.

Women's Sports Deserve Equity, CBS Finds

A recent poll of 1,037 adults by CBS News showed 86% believe financial support for women's and men's college athletics should be equal, and 77% were willing to cut men's sports to achieve it.

Although a majority of men and women responding said they regularly watch men's sports while only 30% regularly watch women's sports, 47% agreed college sports are "overemphasized." Of college graduates, 62% agreed, according to a survey CBS News reported.

Sleeping Plans Cause Campus Unrest

Quick: What do the University of Mississippi and Yale University have in common? Not much, except both recently have been in the news over the question of who sleeps where.

At Ole Miss, a student-initiated plan to allow opposite-sex sleepovers for juniors and seniors in the dorms was to begin in September. But a barrage of phone calls from parents, alumni, state lawmakers, religious leaders and the college board of directors brought it to the attention of Chancellor Robert Khayat, who nixed it.

"We're still the Bible Belt. Some things are a no-no in our state, especially when it deals with tax dollars," explained state senator Hillman Frazier.

Students had voted overwhelmingly to allow the sleepovers. Of 10,500 students at Ole Miss, only 3,300 live on campus. Richard Mullendore, vice-chancellor for student life, had been directed to encourage juniors and seniors to live in the dorms. He was unaware the sleepover plan needed administrative approval or that it violated a state policy against coed dorms. Unlike most universities, no public colleges in Mississippi, Alabama or Louisiana permit sleepovers.

Instead, students must abide by the 1 a.m. weekend curfew. "What couldn't happen in 12 or 13 hours that could in 24 hours?" asked Ole Miss student president Calvin Thigpen. "It's embarrassing that the immediate association is sleepovers and sex."

At Yale, five freshmen who are Orthodox Jews are threatening to sue the university for requiring them to live on campus, where women and men live on alternating dorm floors, and students' open attitude toward sex is against their religious beliefs.

The five say Yale has winked at others who chose to live off-campus, as long as they pay their $6,850 dorm bill, but the five refused that route. Yale officials say dorm life is a crucial part of a student's education, where they learn to cope with each other's differences, and the students knew about the residence rule when they applied.

From *The Clarion Ledger-Jackson Daily News* on September 20 and *Time* magazine on September 22, 1997.

Wisconsin Mandates Anti-Harassment Training For All Chairs, Deans, Directors

After five years of voluntary management training on sexual harassment, the University of Wisconsin required nearly 200 department heads, deans and directors to attend a three and a half hour session in October.

Topics included policies on anti-harassment and consensual relationships, as well as confidentiality and non-retaliation toward whistle-blowers.

"We want to really make sure that chairs understand their responsibilities and their resources," explained Betsy Draine, associate vice-chancellor.

The Committee on Women and the University hopes to convince the faculty senate at its November meeting to require the training for about 1,000 faculty and staff who are principle investigators (PIs) who hire, fire and supervise employees, many of them students.

They expect some opposition to the proposal from faculty, some of whom "think it's a waste of time" because "They either think they already know about the issues or think there isn't really a problem here."

One female staff member appointed as her department's sexual harassment liaison was told by the chair, "There's no problem in this department." Several of the female staff members consider him the department's biggest problem, the staff member told *WIHE*. Information is from the *Wisconsin State Journal* on October 4, 1997.

Classroom Enthusiasm Raises Faculty Evaluations, Cornell U Study Finds

Student ratings can easily be swayed by a professor using a more enthusiastic tone of voice, which raises concerns over their validity in decisions for tenure, promotion, salary and awards.

For 20 years professor Stephen J. Ceci has taught a course on developmental psychology. Last year, he taught 229 students first semester and 249 second semester, using the same text, tests, teaching aids, grading policies, goals and office hours.

During the second semester, his ratings soared on every single measure. The difference? Second-semester he used a more enthusiastic tone of voice. Between semesters Ceci had taken a teaching skills workshop, where he learned a more enthusiastic classroom style, using more pitch variability and gestures. Students rated everything about the class higher, and believed they had learned more.

The study demonstrates the value of the skills workshop for teaching, but questions the weight given to student course evaluations. "The effect of the presentation style also colored students' reactions to factors unrelated to the teaching, such as the quality of the textbook and teaching aids used," noted co-researcher Wendy Williams, associate professor of human development at Cornell.

Women professors, who often receive lower ratings than men due to conscious or unconscious gender bias by students, could use the results to improve their evaluations. "As in politics, the answer may have more to do with style than substance," the researchers conclude. The study was reported in *Change* magazine, September 1997.

New Women ADs at Tennessee, W. Michigan

Vivian Fuller recently became AD at the University of Tennessee, the only black woman to head a Division I sports program, and one of only seven women directing programs with football teams.

Of the 986 NCAA members, only 19 have female ADs over both women's and men's programs. "That's what makes her hire all the more important, because she'll be in charge of football," said Diana Everett, director of the National Association for Girls and Women in Sports. "She's excelling in a man's world."

"I don't think there's any doubt that she's one of the top 10 female administrators in the nation," said Donna Lopiano, head of the Women's Sports Foundation.

Fuller has filled many member posts in the NCAA and holds a PhD from Iowa State University. For five years she has been AD at Northeastern Illinois, which plays in Division I but has no football team. A nationally-known speaker on gender equity, she's on the NCAA's top management council and its gender equity task force.

"I think it's very exciting," said Jennifer Alley, head of the National Association of College Women Athletic Administrators (NACWAA). "It's about time that women are being judged because of their capabilities and not their gender."

Kathy Beauregard was named AD at Western Michigan University. She has been there since 1979, becoming senior associate AD in 1993. She has also been a gymnastics coach and a conference leader in compliance and marketing.

From *The Tennessean* (Nashville) on October 9, 1997 and the *NCAA News* on October 6 and 13, 1997.

Deaths Lead Massachusetts Board To Urge Booze Ban at 29 State Campuses

Two alcohol-related deaths of state college students in a week have caused the Massachusetts' Board of Higher Education to vote unanimously to urge all 29 state colleges and universities to ban alcohol use on campus.

An 18-year old first-year student at MIT died after drinking enough at a Phi Gamma Delta fraternity house to reach a 0.410 blood alcohol level, the equivalent of 20 shots in an hour. At U-Mass., an undergrad died after falling through the roof of a greenhouse while drunk.

At Louisiana State University last month, a 20-year old fraternity pledge died of alcohol poisoning with a 0.588 blood alcohol level.

Binge drinking is the culprit, according to social psychologist Henry Wechler, the country's leading expert. His national survey found 44% of college students binge drink, which he defines as women having four drinks at one sitting and men having five.

Women students are less likely to binge drink than men. Among those living in Greek houses, about 85% of women and 89% of men reported binge drinking. Even among high school students, the rate is 28% for females and 38.7% for males.

In Massachusetts, each school's board of trustees must approve an alcohol ban for its campus. Information from the *Los Angeles Times* on October 4 and *the Wisconsin State Journal* on October 15, 1997.

Second Female Ex-Cadet Sues the Citadel

Now both female cadets who were hazed out of the corps at The Citadel have sued over their treatment. Kim Messer sued six male cadets in state court for allowing her to be assaulted, sexually harassed and denied food and sleep by those in her company.

Her suit listed injuries including humiliation, stress fractures to the pelvis, bruises, abrasions, first-degree burns and deprivation of food and sleep, according to *The Huntsville Times* on September 19, 1997. In September the other female ex-cadet to quit over hazing, Jeanie Mentavlos, sued in federal court.

Washington State Admits Fault, Settles Bias Lawsuits with 3 Women Faculty

Three women professors in the education department at Washington State University, who were denied promotions in retaliation for objecting to budget cuts and low pay for women, got what they wanted: A rare admission of guilt, and some money.

In their lawsuit filed in county court in January, Professors Sue Durrant, Marilyn Mowratt and Joanne Washburn said they taught 50% more courses than men and had nearly twice the students.

The settlements include $70,000 to $80,000 to each woman, and a statement by Vice provost Geoffery Gamble: "WSU has recognized that there were serious concerns within the College of Education and we've addressed some of the issues." The university also plans to check for similar problems in other departments.

Durrant said it was too bad it took a lawsuit to get results, reports the *Seattle Post-Intelligencer* on September 22, 1997.

Vet Frat at Auburn Sues to Bar Women

When is a fraternity a social group and when is it a professional group? That's the question Alpha Psi is asking in trying to wiggle out of a Auburn University AL ruling that they accept women members or lose their campus house, charter and university blessing.

Limited to male veterinary students, Alpha Psi has considered itself a social fraternity since established at Auburn in 1912. Last year Auburn investigated Alpha Psi's status after 10 members of the fraternity's "sister group" requested an official inquiry. Auburn ruled it a professional organization falling under federal standards for gender equity, not an exempt social group. Among the nine Alpha Psi chapters nationwide, only the Auburn chapter is considered social and refuses to admit women.

"After reviewing their own recruiting materials... it was the president's decision that they were really a professional fraternity calling themselves a social fraternity," said Debra Armstrong Wright, Auburn's Title IX officer.

Members don't plan to accept women anytime soon, and are suing the school for its ruling. Meanwhile they are paying the consequences as their house stands virtually empty. "In my opinion, it would turn us into a club," said former Alpha Psi president Todd Freeman, according to *The Huntsville Times* on September 24 and the *Mobile Press Register* on September 30, 1997.

Spelman Taps Alumna as New President

Johnetta Cole was a tough act to follow as president at Spelman College GA, but it looks like new president Audrey Manley is a good fit.

A Spelman alumna, she graduated from Meharry Medical School in 1959, and had a wide ranging career in public health before becoming acting surgeon general. She served on the school's board of trustees in 1966, and married the president Albert Manley in 1970.

"I see her as the daughter who leaves and returns home bearing gifts that the family could not have anticipated. She has vision, an extraordinary mind and a love for Spelman. And love has a way of doing magical things," said author and Spelman professor Gloria Wade-Gayles.

Information from *The Atlanta Journal-Constitution* on August 31, 1997.

'Unconscious Gender Bias' Suit Fails at Washington, But Brings Gains to Women

Two of the University of Washington's top women in engineering sued for salary discrimination recently. The court dismissed the case of retired professor Irene Peden for failure to prove intentional discrimination.

"This was expected, since we never had any sort of smoking gun evidence of conscious gender bias, and in fact our theory of the case was that the heart of the problem was unconscious gender bias," noted attorney Joshua Foreman.

One of the first women PhDs and faculty members in engineering, Peden received a much lower salary than male faculty throughout her career. She was elected to the prestigious National Academy of Engineering.

Another female engineering professor, Nancy Nihan, recently sued on the basis of being paid less than other civil engineering faculty despite her running one of the largest labs and bringing in megagrants.

Although the university technically won the Peden case and escaped legal punishment, the bias cases have had a positive effect on faculty women at Washington.

- In a 1997 study the university admitted white males receive higher salaries than others when relevant variables are controlled.
- The new president has indicated fairness in compensation for women and minority faculty is an important concern for him.
- The College of Engineering sprinkled special "equity" raises on some women faculty in 1995, probably as a result of the lawsuits.
- The judge embarrassed the university, making a special point of criticizing the current system of faculty compensation. He called Peden "a true pioneer for women in sciences at the University of Washington" who "had to endure many things the Court finds offensive."

Attorney Foreman took the case on a contingency basis, but said Peden is liable for a hefty expert witness fee and $2,000 in costs to the university, according to an e-mail message sent September 25, 1997.

Rape Case Prompts Brown to Revise Rules

Discovering neither party was happy with how it handled a rape charge by a first year woman student who was intoxicated, Brown University recently changed its system for dealing with complaints.

"We've created more options for resolving cases, put more emphasis on investigation, increased our ability to maintain confidentiality and made the process more educational and less adversarial," explained Robin Rose, Brown's dean of student life.

An Ad Hoc Committee on Sexual Misconduct found the disciplinary system too antagonistic and similar to a trial, and sought a new definition of misconduct.

The male accused of rape got two semesters of probation, which the female victim said was too lenient. In February the male sued both the victim and Brown for libel, claiming he was unfairly subjected to a long disciplinary process for a crime he didn't commit.

A new process provides an alternative for students on cases of sexual assault or other serious transgressions. In a "structured negotiation," an arbitrator would meet with each party to find a solution acceptable to both, according to *The Boston Globe* on September 9, 1997.

Female Kicker Sues Duke for Dismissal

Having made the 28-yard winning field goal in a spring football scrimmage in 1995, Heather Sue Mercer got the word: Duke University coach Fred Goldsmith said she'd made the team.

Then he cut her from the team.

Unfair under Title IX of the Education Amendments of 1972, says her federal lawsuit filed in September. She wanted to be the first female place-kicker to play in Division I. She considers her dismissal due to gender bias, especially after less-skilled male kickers made the team.

"I've seen a lot worse on Division I teams," said Mark Moseley, the former Washington Redskins MVP kicker who ran the summer kicking camps Mercer attended in 1995 and 1996.

Coach Goldsmith regrets having told Mercer she made the team in the first place. "I was carried away at the time. I shouldn't have said it," he said, refusing to comment on her lawsuit and referring questions to Duke's attorneys. "I'm a football coach and I'm going to stick to answering questions about football."

Perhaps Goldsmith's inability to think outside the box and use all talent available has contributed to Duke losing 15 consecutive games, including all 11 games in its 1996 season, according to the *Wisconsin State Journal* on September 22, 1997.

Creating a Culture of Trust in Your Organization

The success of a modern organization depends on innovation. People are more creative and willing to take risks when they feel fundamentally secure.

But studies show workplace commitment, loyalty and job satisfaction are at their lowest in more than half a century. Downsizing, rightsizing and restructuring bring change after change. Job security doesn't exist.

"How do you develop commitment in an organization that's constantly changing?" asked Sherry Hartman, associate professor in the College of Health and Human Sciences at the University of Southern Mississippi in Hattiesburg. With Ronald Burr, associate professor in philosophy and religion, she described a cross-gender approach to trust at the 1997 National Conference on Applied Ethics in Long Beach CA.

Ethnic and gender diversity contribute to workplace strains. It's harder to build and maintain trust among people with conflicting cultural assumptions.

Hartman's students say younger workers show different attitudes toward commitment and work ethic than older ones. What some call a decline in "family values" magnifies ethical issues and makes trust even more problematic.

Contracts *versus* caring

The model Hartman and Burr use in their ethics seminars is based on making and keeping agreements. "What agreements have you made or do you frequently make that you don't intend to keep?" they ask participants. What agreements have others made with you that you suspect they won't keep? What "fuzzy" agreements do you typically make?

Hartman used the approach with an international student body when she taught at Tulane University. The non-Western students found the model alien to their experience. They wouldn't dream of using a contract to define mutual obligations with a boss, whom they saw as protector and nurturer.

Women's sense of trust is based on caring rather than contracts.

Annette Baier's work on the moral aspects of trust suggests the contractual model might not fit women either. Most Western writing on moral philosophy is by male landowners who had the leisure to write. Their concept of trust revolved around obligations between equal and independent parties. Equating morality with keeping promises served to preserve a safe distance by protecting the men's equality and independence.

Women have a different history. Rarely owning land or wealth, they were traditionally dependent on the good will of fathers, husbands and lovers. Men delegated to women the responsibility for those even less powerful than themselves: children, old people, the poor, the ill and the disabled. Women's sense of trust is based on caring rather than contracts. Rooted in relationships that are unequal and close, it has more in common with male relationships in developing countries than the distant-and-equal interactions traditional to Western men.

Broadening the model

"We realized we were using a Western male model in our seminars," Hartman said. Enlarging it to include women's perspectives is still a work in progress. She and Burr still question students about making and keeping agreements, but they've added material about the basis of trust and the values underlying it.

Think of someone you trust, someone you've met as an adult, they say. What were the qualities that make you trust that person? Now think of an adult who trusts you. Which of your qualities do you think inspire that trust?

When students compare notes in gender-specific groups, they produce lists of qualities that overlap but are not identical. For example:

Female	**Male**
returned trust	loyal
sincere	a friend
put other's interests first	honest & straightforward
there when you need them	dependable
shared same interests	easy to relate to
shared past with me	trusts others as equals
felt accepted	keeps confidences

Student responses reflect a subtle gender difference. For women, trust is more often a question of relationships. For men it's more often a question of rules.

Improving workplace trust

"Women can bring a lot to the workforce if they do things the way women do and don't get co-opted by the male way of doing things," Hartman said. When women bring their own styles to the office, trust becomes based more on human relations and less on a list of rules. Without this humanizing influence the pressure of the bottom line risks driving out trust altogether.

Supposedly the feminization of the workplace already has begun, adopting more relational values, at least in theory. "The practice doesn't seem to be changing nearly as fast as the theory," she said.

Think of the time we waste in negotiations, contracts and legal reviews. Gone are the days when a "gentlemen's agreement" was sealed with a handshake. Today we squander institutional resources on legal self-protection. Imagine if we could get rid of all that. It may be a pipe dream, she said, but think how much time we'd save for whatever we're really supposed to be doing.

Ideally female and male styles of trust can reinforce each other. A stronger culture of caring would let the formal agreements flow more easily. It would make for happier, more productive workers and a more pleasant work environment. It would free up resources for the organization's mission and might even help the bottom line.

This will only happen if women have the confidence to bring their own styles to the workplace. "I think women in higher education run the risk of simply adopting male models. It's so easy just to do what the men do when you get to the top, and you're surrounded by males," she said. "We as women need to pay attention to bring our feminine values to the workplace." ✎

—SC

E-mail Hartman at s.hartman@usm.edu

Anita Hill: My Testimony on Harassment Changed My Life

Almost six years to the day after she became a national symbol of sexual harassment, Anita Hill spoke to a warm crowd of 1,400 in October at Mount Holyoke College MA about her new book, *Speaking Truth to Power* (Doubleday 1997).

Hill's name became a household word in 1991 after she appeared before the Senate Judiciary Committee on the nomination of Clarence Thomas as Supreme Court Justice. She testified Thomas had sexually harassed her 10 years earlier at age 25, when she worked for him at the U.S. Department of Education, and later when he chaired the Equal Employment Opportunity Commission (EEOC).

Anita Hill

Although Thomas denied it as part of a "high-tech lynching," Hill's testimony sparked a huge national debate on sexual harassment, particularly in the workplace. Her testimony changed the makeup of Congress, altered how the public views sexual harassment, and encouraged thousands of women to come forward with their own stories of being harassed on the job.

Remembrances of times past

In October, Hill's words at Mount Holyoke College brought two standing ovations and several bursts of applause. She alternated between reading passages from her book and speaking out directly.

The youngest of 13 children born to poor Oklahoma farmers, Hill described growing up in an insular, rural setting in the 1960s and 1970s. Along with the older children, her parents chopped cotton for 75 cents a day during the hot Oklahoma summers. Eleven of her brothers and sisters attended segregated schools. All her brothers except one joined the military.

Hill herself graduated from Oklahoma State University and entered Yale Law School in 1977. At age 20, she had never "spent more than two weeks outside the state of Oklahoma or crossed its borders more than twice."

> *My family's home was the center of my world. As a child, once I stepped off the orange bus that brought me home each day and headed west for the half-mile walk to the house with tar paper siding, there was little else of consequence... It wasn't until 1972 that the telephone intruded on our isolation... The civil rights movement was a remote and abstract experience... its activities never reached the rural areas except over the television.*

Living in two worlds

Her appearance before the Senate Judiciary Committee turned her previously quiet, private life upside down. Hill said she couldn't begin to give people a real sense of the "dichotomy of her existence."

She's felt devastating lows and incredible highs. Many called her a liar, intent on ruining Thomas's career for personal reasons; some blacks said she'd betrayed her race by testifying against him; she received death threats and hate mail while also becoming the subject of some muckraking books.

"I was badly wounded... I was frightened," she said. "I received threats I don't want to discuss in detail because they're fairly disgusting." But over the years, Hill said she's been cheered by "people who think I did a great thing."

> *Years have passed since October 1991. My world has been forever changed by the events that culminated in the "Hill-Thomas hearing." I am no longer an anonymous, private individual—my name having become synonymous with sexual harassment. To my supporters I represent the courage to come forward and disclose a painful truth... courage which thousands of others have found since the hearing. To my detractors I represent the debasement of a public forum, at best, a pawn, at worst, a perjurer. Living with these conflicting perceptions is difficult, sometimes overwhelming.*

One person changed the world

After the hearing, Hill returned to teaching at the University of Oklahoma College of Law. In the next weeks, she received hundreds of letters daily that became "priceless" to her. "As I struggled to understand my situation, each offered the promise of new insight," she said.

Her every move was captured by local and national media, who camped out in the halls of the law school and on her front lawn. Although she was inundated with requests, Hill declined all invitations to appear on talk

How Her Testimony Changed Our Lives

Since the infamous hearings in October 1991, more women have fought back against sexual harassment than ever before. Any way you measure it, women have spoken up ever since Anita Hill provided the model, using formal and informal complaints, lawsuits and other means.

- **EEOC complaints rise**

The Equal Employment Opportunity Commission reports these sexual harassment figures:

53% increase from 1991 to 1992, 6,883 to 10,532 complaints filed

55% increase from 1992 to 1996, 6,883 to 15,342 complaints filed

- **Military admits to sexual harassment**

Revelations of rampant sexual harassment in the military have seriously damaged the reputations of men in the Navy and Army. Improper conduct at the raunchy Tailhook convention cost the career of the Secretary of the Navy and other top leaders. The Army's top enlisted man faces a court-martial for sexual harassment.

- **Women confront prominent males**

Paula Jones's accusation of sexual harassment by President Clinton has gained media attention, big-name sports announcer Marv Albert pleaded guilty to sexual assault and battery and boxer Mike Tyson went to jail for rape.

- **Women enter politics**

The year 1992 produced a dramatic increase in the number of women entering politics. National legislative seats became the goal of women candidates, 18 in the Senate and 100 in the House, as well as local posts. A new wave began.

- **Anita Hill chair endowed**

Supporters raised $250,000 to endow a chair in her name at the University of Oklahoma School of Law, where she taught before moving to the University of California-Berkeley to write and teach social justice.

shows in the fall of 1991. She was certain that the focus of any discussion would be on "the politics of the nomination or the personalities of Judge Thomas and me... Directly following the hearing, neither I nor the public was ready to discuss the issue rationally."

> *The energy created by the furor over the hearing continued at a high pitch for months. Though I was aware of it, it was mostly as though it was happening in some other world... It did not occur to me that all of the activity was about me, because it was not. The activity was about every woman who hurt because of the hearing. The hearing exposed a vacuum of understanding so massive and powerful that it would have sucked all of me into it had I not tried so hard to hang on to what was left of my life.*

Hill realizes her testimony at the hearing galvanized women on sexual harassment. Complaints filed with the EEOC increased by more than 50% in the year after her testimony. The political issues in election year 1992, dubbed The Year of the Woman, for the newly involved women "were lack of representation and insensitivity to our experiences. That is what the hearing represented to women and men who viewed it."

Speaking up out of fear

When Hill first decided to start public speaking, she was driven "by frustration and anger at the tone the hearing took." Later she "continued to speak out of fear. I feared that if I gave up my voice this time, it would be lost forever." Recognizing her life now "is one of commitment to gender and racial equity," Hill left her faculty position at Oklahoma in 1997 to lecture and write about civil rights and sexual harassment in the workplace.

> *When women around the world began to tell their stories about harassment, we realized that the law prohibiting it had just as certainly failed. Every time someone told of a job she quit or was fired from because of harassment, we learned something new about the problem. When thousands of women began to tell their stories, we all declared that we had no idea it was so widespread... When we heard about harassers who were promoted while their victims were fired, we knew that there was more to accountability than the enactment of the law. A sense of achievement is mixed with disappointment when matters are settled under the condition that the victim keep quiet about what happened. Each result reminds us that social change is necessary if the law's promises are to be fulfilled.*

In closing at Mount Holyoke, Hill said, "People often ask me if I had to do it all over again, would I?" She reflected on her "yes" answer always having been followed by a reason: it's the right thing to do, a matter of principle, and so forth.

But the night before her Mount Holyoke appearance, when asked the question, she had answered simply "yes." To the cheering crowd at Mount Holyoke, Hill said, "As the old spiritual goes, I wouldn't take nothing for my journey now."

By Marjorie Hutter, Project Manager at the Donahue Institute, University of Massachusetts-Amherst, (413) 545-6614. Also from the *Daily Hampshire Gazette* and the *Springfield Union News* on October 3, 1997. Anita Hill's book *Speaking Truth to Power* (Doubleday 1997) is available in bookstores for $24.95.

New Officespeak Terms

New language can light up your life, invigorate your speech and demonstrate that you know beans. In case you haven't heard these terms, here's an up-to-date version:

- **Adminisphere**: The rarefied organizational layers beginning just above the rank and file, which may produce decisions that are profoundly inappropriate or irrelevant to the problems they were designed to solve.
- **Alpha Geek**: The most knowledgeable, technically proficient person in an office or work group. "Ask Mary, she's the alpha geek around here."
- **Blamestorming**: Sitting in a group discussing why a deadline was missed or a project failed, and who's responsible.
- **Beepilepsy**: The brief seizure people sometimes suffer when their beepers go off, especially in vibrator mode. Characterized by physical spasms, goofy facial expressions and stopping speech in mid-sentence.
- **Cube farm**: An office filled with cubicles.
- **Ego surfing**: Scanning the Net, databases, print media, and so on, looking for references to one's own name.
- **Chainsaw consultant**: Outside expert brought in to reduce employee head count, leaving leaders with clean hands.
- **CLM (Career Limiting Move)**: Used to describe an ill-advised activity. Trashing your boss while she or he is within earshot is a serious CLM.
- **Dilberted**: To be exploited and oppressed by your boss, from the geek-in-hell comic strip character. "I've been dilberted again. The dean revised the proposed core curriculum for the fourth time this week."
- **Elvis year**: The peak year of something's popularity. Barney the Dinosaur's Elvis year was 1993.
- **Idea hamsters**: People who always seem to have their idea generators running.
- **Keyboard Plaque**: The disgusting buildup of dirt and crud found on computer keyboards.
- **Mouse potato**: The on-line generation's answer to the couch potato.
- **Ohnosecond**: That minuscule fraction of time in which you realize you've just made a biiiiig mistake.
- **Prairie dogging**: When something loud happens in a cube farm, and people's heads pop up over the walls to see what's going on.
- **Salmon Day:** The experience of spending an entire day swimming upstream, only to drown in the end.
- **SITCOM**: Stands for Single Income, Two Children, Oppressive Mortgage.
- **Stress puppy**: One who thrives on being stressed-out and whiny.
- **Tourists**: Those who take training classes as vacations from their jobs. "The class had three serious students, and the rest were tourists."
- **404**: One who is clueless, from the World Wide Web error message "404 Not Found," meaning the requested document couldn't be located. "Don't bother asking him, he's 404."

E-mail forwarded by Bruce Wenniger, a Silicon Valley CA alpha geek who also teaches.

Standardized Tests: Cop-Out for Schools, Women Students

Remember the joke about the man looking for his key one night on the sidewalk under a streetlamp? He dropped the key near his door, but was searching under the streetlamp because the light was better there.

That's how it is with standardized tests as a basis for admissions and financial aid. They're poor predictors of academic success, especially for women, but they produce neat, simple scores that are easy to compare. Too many schools evaluate applicants where the light is good instead of the place that holds the key.

Scores on the SAT (Scholastic Aptitude Test), GRE (Graduate Record Examination) and similar tests correlate with family income, ethnicity and gender. But there's no correlation between scores and any measure of future academic or career success, except weakly to first-year grades. Because scores seem objective, they offer admissions and financial aid officers a false sense of security. Are first year grades really so important?

They're poor predictors of academic success, especially for women, but they produce neat, simple scores that are easy to compare.

More than 280 colleges and universities don't require SAT or ACT scores and hundreds of others are playing down test scores in admissions decisions. Once they've reviewed other aspects of an application, test scores add little to their ability to predict a student's success. College Board data shows the best predictor of success in college is the student's high school record.

Most schools that have gone "ACT/SAT optional" are either public universities with open admissions or small private colleges. Efficient selection is harder for big universities that don't have room for everybody. That doesn't justify taking the lazy way out. If standardized tests don't predict long-run performance, schools might as well choose by lottery. They'd get a student body that's equally competent and much more diverse.

Colleges and universities aren't the only ones at fault. College guides publish the average scores of entering students as a basis to compare and rank schools. National Merit Scholarship semifinalists are selected solely on the basis of the PSAT (preliminary SAT).

Why are standardized tests gender-flawed? Educators say the timed multiple-choice tests are best suited for boys' personalities, because they tend to consider the test a game and are more confident making guesses.

Girls are generally more reluctant to guess, and tend to spend more time trying to figure out the right answer, according to the educators. A continuing gap in scores between genders and races proves the point, critics say.

The "improved" PSAT

Girls regularly score below boys on both the SAT and the PSAT, which the College Board produces.

Gender Differences in 1996 SAT Scores

	Girls	Boys	Gap
SAT verbal	503	507	4
SAT math	492	527	35
PSAT verbal	47.9	48.6	.7
PSAT math	47.8	50.9	3.1

The SAT scores used in undergraduate admissions decisions claim only to predict freshman grades. On gender, they don't do even that. Course for course, females earn better grades than males in both high school and college, according to the Center for Women Policy Studies.

About $25 million ride on the PSAT, which high school juniors take as the first step to compete for National Merit Scholarships. Girls make up 56% of those taking the test but win only 40% of the scholarships. The Massachusetts-based watchdog group FairTest filed a civil rights complaint in 1994 charging the Educational Testing Service (ETS) and the College Board with sex bias.

As part of the settlement after two and a half years of negotiations, the ETS agreed to revise the PSAT for 1997 by adding a section on "writing skills." The 39 new multiple-choice questions on "identifying sentence errors" and "improving sentences and paragraphs" relate more to copy editing than writing. Because most were lifted directly from the defunct Test of Standard Written English, on which girls outscored boys, the adjustment should shrink the gender gap.

The simplicity of the solution raises an obvious question, said FairTest director Laura Barrett: "Why are instruments on which results can be so quickly 'adjusted' ever used to make high-stakes decisions such as determining college admissions and awarding scholarships?"

Graduate school admissions tests

Like the SAT, graduate school admissions tests favor those affluent enough to pay for test-specific coaching. The ETS has found widespread cheating on several of its grad school, professional and citizenship tests. Grad school admissions test-takers in one time zone have memorized questions and phoned them to test-takers in another zone.

The GRE has the same central weakness as the SAT: It's a poor predictor of academic performance. GRE scores predicted psychology grad students' first-year grades marginally and second-year grades not at all, in a study Wendy Williams of Cornell and Robert Sternberg of Yale published in the June 1997 *American Psychologist*. Scores forecast nothing about dissertation quality or ability to teach, do research or think creatively, with one exception: The GRE analytical subtest did predict dissertation quality for men—but not for women.

Similar studies have found GRE scores don't predict success in physics, and Williams suspects the same is true of other fields. The test simply doesn't measure many of the skills graduate students need, so many applicants with strong skills for their intended profession get screened out when GRE scores determine the first cut.

Williams is testing a potential GRE substitute in social sciences based on the skills actually expected of graduate students. Her pilot test provides background and general rules for completing tasks, then asks the student to apply the rules to the background. It also asks applicants to pose and defend an interesting research question, design studies to address specific research questions, plan an introductory lecture, organize a brief conference talk and interpret a mishmash of research findings.

Test scores and affirmative action

"It's not the demise of affirmative action programs that is the problem, it is the way law schools select students," according to a statement by the Massachusetts School of Law, which doesn't make applicants submit Law School Admission Test (LSAT) scores. "The first step to a diversified student body is to throw out the standardized test results and to start looking at the students as individuals."

Ironically, the current assault on affirmative action may have a silver lining as it shakes public university systems into reforming their admissions criteria. Standardized tests have such a strong ethnic bias that African Americans and Latinos are fast disappearing from test-based-admissions institutions where courts or voters have outlawed affirmative action.

Eugene Garcia, dean of the graduate school of education at Berkeley and chair of the school's Latino Eligibility Task Force, said "What we've found is that the SAT isn't a good high-stakes test. It's unfair." He predicted continued use of the SAT could reduce the number of Hispanic students in California's most selective state schools by as much as 70%.

Forbidden to consider race in admissions, Texas has passed a controversial law requiring state universities to admit all applicants who are in the top 10% of their high school class. Using class rank instead of grade point average to restore diversity avoids the problem of grade inflation. The law lets public four-year universities admit students in the top quarter of their high school classes automatically. Other applicants may be considered on any of more than a dozen criteria, including standardized test results.

The University of California is considering a similar approach by giving automatic admission to students in the top 4% of their high school class. The university's Latino Eligibility Task Force recommended eliminating the use of SAT scores in admissions to forestall a predicted 70% drop in Hispanic enrollments. Republican governor Pete Wilson called the idea "a step in the wrong direction." The regents worry about lowering standards, even though the main "standard" the SAT now protects is the ability to afford a coach.

***NEWS FLASH!** Laura Border, program chair for the women's caucus of the AAHE convention in Atlanta in March 1998, announced the caucus will address the topic of gender bias in standardized tests. The issue will either be the subject of the pre-convention one-day workshop or a concurrent session. Stay tuned!*

—SC

Backwards and in High Heels

"Ginger did everything Fred did, but backwards and in high heels," noted Ann Richards, former governor of Texas.

If spike red heels were as comfortable as tennis shoes, one pair of shoes would fit the many contradictory needs of women's lives. Today shoes signify class, occupation, political orientation and even morals. "These Boots were made for Walking" is as much a political statement as an orthopedic prescription.

At the October conference of the Organization for the Study of Communication, Language and Gender held in Chicago, shoes were the vehicle for conceptual expression at the pre-conference workshop. The 11 participants related gender issues to footwear by creating their own metaphorical shoes.

"This was a fun and expansive way to express contradiction and tensions in our lives," said leader Sally Levine, a Boston area installation artist and architect. "Shoes can comfort and protect, destabilize and maim, intimidate and trivialize," Levine said.

Women relate to shoes like men relate to sports. Open toed shoes reveal "toe cleavage," and wearing a black strapy heel presents a sexy image. Shoes can represent gender, power and politics: Cinderella's glass shoe couldn't have been less safe, but losing it and meeting the prince may have saved her from a life of drudgery.

How many women keep multiple pairs of shoes at work for lunch, the gym and the board meeting? Or select shoes, and then select the outfit?

Too many contradictory needs demand women have multiple pairs of shoes. Imelia Marcos reportedly had 300 pairs. We've made significant strides toward equity, but we still wear heels. They're an orthopedic nightmare, yet they make our legs look good. We don't burn bras because we need their support, but we'd prefer the bra be designed by a woman.

Levine showed slides of Gaza Bowen's collection, "Shoes of the Little Woman." Her sponge shoes help women wash the floor without getting on their hands and knees. Another is a thin, spiked razor heel: angry or sexy, or both? "Restating something visually, in this case shoes, makes you look at an issue that otherwise would get skipped over," Levine notes.

One of the shoes created at the conference was covered with candy and ribbons, with a razor blade sticking up from inside the shoe: beautiful, yet dangerous and unwearable, like most high heels.

Using humor and surprise, participants related the conference's focus on language to the metaphor of shoes. Pamela Cooper's presentation paper "Bound by Beauty" discussed the implications of foot binding, so Cooper used a child's shoe, decorated with beautiful sequins and color on the outside, but filled inside with black plastic bugs. Another woman visually expressed "Don't judge a book by its cover" using dirt and other earth materials on the outside, overshadowing the gold lattice and tooling on the inside.

In the main conference hall, the hand-crafted shoes hung on slates, with footprints of each running around the wall, so viewers could add comments to their trail. "The display kept growing. I was thrilled with the outcome and pleased at the results," says Levine. The physical shoes prevented participants from using jargon to sidestep the real, substantive contradictions and tensions of gender.

—KO

Posting Stop Signs Against Sexual Harassment on Campus

Sexual harassment cases continue to rise, especially on campus. Whether it's the history of academe having been created by and for men, or an increased sensitization to more subtle forms of harassment, more women are speaking out. Both individuals and schools can develop strategies to prevent harassment, and stop it when it happens.

In 1991, 25 sexual harassment cases were filed against colleges; in 1996, there were 78. Similarly, the Equal Employment Opportunity Commission received more than 15,000 complaints in 1996, up from 6,000 in 1990. The sharp increase is mainly due to Anita Hill's having brought the issue of sexual harassment in the workplace to public attention during the 1991 Clarence Thomas Senate confirmation hearing.

When faced with a climate involving sexual remarks, overtures or jokes, women need an arsenal of responses to stop the cycle of sexual harassment. Of course, you'll be most comfortable with your own type of response. In fact, you may not even recognize the behavior as sexual harassment because you've been tolerating it for so long. Now's the time to speak up!

Being prepared with a plan to confront sexual harassment when it happens can help you combat it for you and others in your department.

Informal tactics

It's less complicated to resolve the issue informally:

1. Good manners and a strong facial expression can shock the harasser, if nothing else. Play "Miss Prim," saying "Pardon me, you didn't say what I thought you said?"

2. Name the behavior. "That comment is offensive to women; it's unprofessional and probably sexual harassment. That behavior has to stop," or "This is the third time you've put your arm around me. I don't like it and I don't want you to do that anymore." Sending a clear message that you don't like the behavior eliminates the defense "I thought you liked joking around."

3. Repetition highlights sexually offensive jokes and remarks. Pretend not to "get it" and ask for clarification: "I don't understand what you mean." The jokester has to repeat the punch-line and explain the offensive material, which can isolate the incident and call attention to its inappropriateness.

4. Humor connotes strength. Your playful response to a comment can confront the speaker without creating an uncomfortable situation. Unless you are exceptionally quick on your feet and can come up with *bon mots* at will, it's better to be prepared with rejoinders such as: "Is this a test to see how I handle sexual harassment?" or "Are you sexually harassing me? You'd better watch out before you get in big trouble."

In your humor, be careful not to appear to join in the sexual jokes or laugh at the behavior, which could send the message that it's OK. Speak directly about the behavior in your joking.

5. Notebooks can become a public warning sign to others. Write "Sexual Harassment" in bold letters on the front cover. When you experience sexual harassment, take out your notebook and ask the speaker to repeat the comment. To underscore the offense, check with the speaker on the time and date, and log your location. This kind of documentation also works well later in court.

6. Research projects conjure up thoughts of testimony and data. This is a variation of the notebook. First, explain that you record all sexual harassment for a project you are doing and this is a prime opportunity. Ask questions such as "How are you feeling after you did this? How often do you do this? Is this behavior common in your daily actions?"

7. Send a letter to the perpetrator. Your letter should consist of three parts, according to Mary Rowe of the Massachusetts Institute for Technology. First, describe the event using facts. Don't mix up feelings and facts, because then your emotional response will be the disagreeing point. Second, give your feelings a description and specify that these were your feelings. Third, state what you want to happen next, such as the behavior to stop and to be treated as a professional.

Remember to make a copy of the letter for your files. A letter is an excellent response to create distance between you and a very hostile person. Keep it private, between you and the harasser, since a copy to a superior can create denials. The behavior may stop entirely at this point.

8. Log or diary the incidents. Similar to the notebook, a log or diary records the time, date, place, witnesses and details. Although it's private so you can include details, the log can at any time be brought forward. This written evidence usually carries more significance with authorities if a formal complaint ensues.

9. Don't ignore the event. It won't go away, and ignoring it can lead to continued harassment unless you object. On the other hand, if you feel unsafe, physically alone or isolated, it may be wise to keep quiet, and resolve to deal with it later when you do feel safe.

10. Spread the word. Harassers are likely to be serial; an isolated incident is rare. You aren't the only one, and you need to create a larger system of support to deal with it.

11. Check your school's written policy on sexual harassment. It explains the school's definition of harassment and the procedures you can take and whom to see.

12. Send a copy of the school's policy to perpetrators. This could be included in your letter above, or it can be anonymous. Highlight the areas you feel are important or demonstrate the perpetrator's specific behavior.

13. Union representatives can be a good source of information and support.

14. Note your psychological stress level. High stress means it's time to speak with a counselor or mental health professional who understands your situation. Advice and comfort can help you keep battling or make a move. Consult a physician for physical symptoms.

15. Report the behavior. Go to the appropriate individual, bring any written accounts you have and have a copy of the institution's policy with you already highlighted. You can always have a friend join you for support. Make sure to have a statement signed by the person handling the case prohibiting retaliation. In some cases, mediation can be used between you and the offender.

16. Record all your interactions with school representatives. Your school has a legal obligation to deal with all complaints. If you feel you're getting the run-around or not being taken seriously, keep going up the administrative ladder. With your records, you are prepared to re-file if the event happens again, or file against your institution.

Formal complaints

If informality doesn't work, bring out the big guns:

17. File a formal complaint with the school, carefully following your school's guidelines and procedures. If this fails to get you an adequate response, file with the appropriate governmental agency.

18. File a formal complaint with the U.S. Education Department's Office for Civil Rights. Title IX of the Educational Amendments of 1972 covers all students and employees in schools receiving federal funding or financial aid, which is virtually all schools. You don't need an attorney to file a compliant. The proceedings can take many years, and you'll need to stay informed of the investigation and the progress of your case.

One prod is to ask both your senators and your congressional representative to write letters to the Secretary of Education, asking to be kept informed of the progress and results of their investigation.

19. Title VII with the U.S. Equal Employment Opportunity Commission (EEOC) covers only employees. The federal and state commissions work closely together and to file a lawsuit you need permission from the EEOC.

20. Civil lawsuits are filed under state laws and cover areas such as "intentional infliction of harm."

21. Sexual assault and sexual abuse are illegal in every state. Report your allegations to the police. Unwanted touching of breasts and genitals constitutes sexual assault or abuse in most states. You may want to take a friend with you when giving the report.

22. Finally, work to educate your school on how to set up workshops to prevent sexual harassment, and to create policies and procedures to deal with complaints. ◆

—KO

Exerpted from Bernice R. Sandler's article in the fall 1997 issue of *About Women On Campus.*

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Sneaky Persuasive Strategies to Circumvent Faculty Women's 'Nice-Bossy' Double Bind

Women faculty must perform verbal gymnastics in dealing with students' expectations in the classroom. If they're as dogmatic as male faculty, they come across as too bossy. If they're accommodating, they come across as too nice to be respected.

Elisabeth Kuhn

Elisabeth Kuhn, associate professor of English at Virginia Commonwealth University (VCU), observed professors at the University of California-Berkeley and at VCU. She reported at the October conference of the Organization for the Study of Communication, Language and Gender meeting in Chicago.

"The professor starts by disclaiming a possible obligation and proceeds to disclaim the disclaimer by giving rather compelling reasons why the students should do it anyway," Kuhn notes in the first three examples. Only female professors used these "elaborate constructs."

- **No "prerequisites," but students need a background.** "There are no formal prerequisites for the course," a female professor said, "but I think you'd be fairly lost and not strongly motivated if you haven't had some familiarity with some of the issues..."
- **"Voluntary" sections that really aren't voluntary.** A female professor at Berkeley labeled the sections voluntary, but said "I want you to take the opportunity of attending these sections" and students whose grades hung in the balance would "be given the benefit of the doubt if you have attended a section."
- **"Unassigned" readings to be on the exams.** "I won't assign the readings..." another Berkeley woman told her class, but suggested students read it "since the in-class portion of the midterm and the final will be taken from this material and in class." The class roared with laughter at her doublespeak.

Kuhn found women faculty at VCU used "deal-sweeteners" to convince students to do what they wanted.

- **Hard sell of textbook.** Women faculty offered a long list of the textbook's benefits, including "This is brand new. It just came out... and you will use it next semester" or you can sell it back, or keep it on your desk and use it for the rest of your life.
- **Encouraging an e-mail account.** Although e-mail is not required, a professor said "I may use some kind of e-mail process so if you don't already have a student account, I would very much appreciate your getting a student account...," noting all the student has to do to access the e-mail is make a "quick trip to the library" to sign up.
- **Requiring attendance.** One professor allowed four absences with no questions asked, but after that she told students to "...submit to me in writing a request for your absence to be excused. It is not automatic even if you are half dead with a temperature." She also warned of refusing to write letters of recommendation for students who "... were consistently late or didn't have their work done or had a bad attitude..." so "... if you plan to ask me for a letter of recommendation, be sure you're here on time and be sure your attitude is professional." ◆

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What I Learned as a New College President

By Sandra Featherman, President
University of New England

Now's a hard time to be a college president. Our institutions are in a state of flux. Technology is forcing many changes. Government regulations are weighing us down. We are criticized for rising tuition and held accountable for not solving society's toughest problems.

New presidents face many challenges, including having to learn about their schools very quickly. I consider every challenge an opportunity to test or display leadership. It helps to ask many questions and listen to a lot of advice.

During my first two years as a president, I had to lead a major fund raising drive, increase enrollment, merge two colleges and lead the effort to integrate faculties, staff, student bodies and alumni organizations. In the course of these activities, I developed some guidelines for decision making and action, most of which apply to any senior administrator. These guidelines work well, reduce problems and let you sleep at night:

- **Respect lines of authority**. In making decisions, don't go it alone. Always get a recommendation from the line officer responsible for the area. Don't make commitments for your administrators without discussing it with them.
- **Don't do everything yourself.** Hire a good team of administrators and rely on them to make recommendations.
- **Don't take everything personally**. Learn to separate criticism of your role from criticism of you as a person, recognizing people can be against your proposal without being "against you." Senior administrators are frequent targets for complaints that could be termed "noise." Accept a certain amount of this "noise" as inevitable, while keeping your antennae attuned for substantive criticisms.
- **Announce your criteria for decision making.** A president's actions need to be reasonably predictable.

My own decision making criteria are very Kantian and equity-oriented. Treat similar situations in like manner. When faced with sticky issues, ask "What if everyone wanted the same thing?" and "What if we did this all the time?" The answers guide me in making decisions.

- **Explore the parameters of a problem**. I'm frequently asked to make "yes" or "no" decisions as if these were the only two choices. I've learned there's a range of possible solutions for almost any issue, along what could be thought of as a plane in three-dimensional, decision-making space. Where there are conflicts, we need to find compromises somewhere along these decision planes.

Another way of exploring parameters is to consider what would happen in best-case and worst-case scenarios, to assess potential risks before we decide.

- **Be active, not passive.** With higher education changing so rapidly, you can't get much done sitting around waiting for things to happen.
- **Respect and listen to your faculty and staff.** They have a lot more information than you do in many areas. Respect your students and spend a lot of time with them, so you can be sure you're meeting their needs.
- **Be honest and open.** The trust of constituents is our most valuable asset. By sharing information and concerns, we enlist the support of all members of the institution.
- **Don't be afraid to apologize**. We all can make mistakes. When we do, it's better to admit it and fix the problem, than to proceed with a flawed policy or decision.
- **Err on the sign on humaneness**. If unsure in a tough case involving a student or personnel issue, choose the most humane decision. Not only will the individual involved feel better, but so will you.
- **Minimize hurt.** Where possible, disrupt or inconvenience the fewest possible offices, programs and people.
- **Watch the bottom line**. Keep budget impact in the forefront of all decision making. Managing a budget is the *sine qua non* for all administrators.
- **Do your homework**. Preparation is essential before every major presentation, key meeting or critical decision. Be sure you're well briefed by the area's administrator. Never go into a board of trustees meeting or other major campus meeting without preparation.
- **Learn to listen**. Many senior administrators are good speakers, but it's essential to be a good listener. People may not tell us all we need to hear, unless we learn to listen patiently and draw out observations and information. I was slow to learn this. Eager to solve problems, I'd jump in to resolve an issue, even before the narrator completed the story and made all the necessary points.
- **Communicate**. Share as much information as you can, as broadly as you can, with both internal and external audiences. After you let people know what you're doing, tell them again. And again. You can't share information too much.

Sandra Featherman

- **Give a helping hand to others**. We lead institutions full of talented people. As leaders, part of our responsibility is to help others move up, and sometimes move out to better opportunities. We're learning organizations, for both students and our colleagues, so we should be generous as mentors and as references.
- **Be good to yourself**. All senior administrators, including presidents, need to learn ways to remain energetic and healthy. A few tips are listed here. None of us in key positions can do all of them at any one time, but it is essential to do some at any given time.

1. *Make time for yourself.* Set aside time for family, quiet, writing, or whatever refreshes you.
2. *Learn how to say "no."* It's okay to send a staff person in your place and to say you're over-extended.
3. *Don't do everything yourself.* Delegate. You can't do it all and you certainly can't do it all as well as good staff can.
4. *Use technology as a time saver.* Tape record memos, letters, thoughts you want to retain, sudden inspirations. Use a car phone to get information and put travel time to the best possible use. Use the Internet to ask colleagues for help, advice and data.

- **Finally, have vision.** Keep the big picture in mind. You weren't hired to chair meetings, supervise employees or balance accounting ledgers. You were hired to provide vision and leadership. Stay abreast of the trends, keep faith with your institutional mission and propel your college forward. ◆

Strategies to Change Organizational Bias Limiting Women

By Lourdes C. Rassi, PhD, School of Policy and Management
Florida International University

Equal rights laws and affirmative action programs have provided minorities and women access to campus leadership, but most administrations still remain male dominated. Women are predominately leading ethnic and women's studies, advising, affirmative action, and student affairs, while males are more likely to be presidents, provosts and academic deans.

Why are women absent from positions of power and influence? Most studies find the answers are socialization and discrimination. In contrast, I studied the effects of environmental conditions on women administrators in one of the largest community colleges in the nation. Specifically, I researched how limited opportunity for career growth, lack of access to people/ resources/information, and the relative cultural diversity in the organization influenced women's representation and roles on campus.

To advance, women need not emulate men, but work to change their organizations.

Environmental conditions

My findings indicated women have less access to power and less influence on their superiors' decisions than male colleagues. Women are also consulted less frequently than males, and their staff often perceive them as not being responsible for their own decisions. These environmental conditions deprive women of shared power and decision-making and of interaction with colleagues as equals. Because collegial systems are characterized by open communication and shared governance, women are surreptitiously denied some important aspects of collegiality.

Women in the study described having to work twice as hard as men to succeed, and experiencing greater barriers to their success as they advanced in the administrative hierarchy. The women also felt limited to stereotypical nurturing roles, which keep them from line positions and segregate and isolate them, detracting attention from their ability to perform their jobs and emphasizing characteristics extraneous to the position. Those who resist are typecast as militants.

Women still experience negative social-cultural conditions at work. Maintaining environments where women are "tokens" in high-level administrative positions, and in traditionally male dominated departments and fields, isolate women from socialization networks needed for career advancement. When women are less visible and occupationally segregated with few chances for advancement, they are less effective in the organization, pressures attached to their positions increase, stereotypes are reinforced, and their numbers in the organization eventually decrease.

Contributors to career progression

The most significant contributors to women's progress are: formal education, prior administrative experience and willingness to take risks. Other factors include hard work, willingness to learn new tasks and accomplishing a high volume of work. Interestingly, women in the study do not see affirmative action/equal opportunity plans and mentors as contributing to their career progression. Rather, women continue to rely on themselves to advance .

Studies have found mentors are instrumental in helping both women and men succeed by explaining unwritten rules, making contacts and opening doors of opportunity. Thus, women without networks are prevented from gaining access to spheres of influence and lack an understanding of unwritten rules. Lack of women's networks also serves to maintain established all male networks.

Barriers to career progression

I also asked women to identity obstacles to their career growth, expecting them to list self-development needs. Instead, they cited barriers such as family commitments, college politics, the "old boys network" and lack of quality opportunities.

Classifying family commitments as a barrier demonstrates that without the support of organizations, women continue to pursue administrative careers within familial constraints.

Identifying college politics and the "old boys network" as barriers indicates women know institutional factors inhibit their career growth. This is encouraging, because it shows women are realizing major barriers don't emanate from within themselves, but from their organizations. It's not women's skills that often define and limit their positions and numbers, but the environmental conditions and characteristics of the organization.

To advance, women need not emulate men, but work to change their organizations. If you're serious about supporting women on your campus, these recommendations can empower women on campus, increase their numbers at high levels and expand their career opportunities:

1. ***Develop organizational strategies to encourage lower level administrators*** to be involved in decision making, such as promoting participative management and decentralization.
2. ***Get top administrators to actively support the advancement of women.***
3. ***Encourage project management, by creating temporary assignments*** for problem solving across departments and levels. Temporary projects allow women to belong to more than one group, form networks, and share decision-making.
4. ***Emphasize competence and expertise*** versus time-in-line credentials in hiring top administrators.
5. ***Develop career paths for administrative positions with known levels*** and requisites to enhance chances for advancement.
6. ***Develop positions around an incumbent's accrual of expertise* and responsibility,** which would then be institutionalized with a change in job title and/or salary, ensuring career growth.
7. ***Establish women's networks that are task related,*** to increase and/or balance women's representation. ■

From a presentation at the conference on Women in Higher Education in Fort Worth, sponsored by the University of Texas-El Paso. For information on the January 1998 conference in San Francisco, call (915) 747-5142.

'Cliffies Keep the Heat on Harvard to Support Women

Radcliffe College MA was born as a compromise between women's demands for a Harvard education and men's determination to exclude women. Unable to entirely avoid social and legal pressures, Harvard integrated its classes in the 1940s, grad school and libraries in the '60s and residence houses and admissions in the '70s.

Women now attend Harvard just like men. Is Radcliffe's $15 million endowment the only reason it hasn't closed up shop?

Harvard continues hostility to women

Gender integration has left Harvard women students and faculty at the mercy of a system still run largely by and for men. In 1996-97 women made up 44% of the student body but only 11.5% of the tenured Arts and Sciences faculty, compared to 24.5% nationwide. Not much has changed in the ten years since Clare Dalton, denied tenure at Harvard Law School, won a $260,000 settlement in a sex bias lawsuit. Last spring controversy swirled around Harvard president Neil Rudenstine's refusal to tenure noted political theorist Bonnie Honig. Radcliffe president Linda Smith Wilson lambasted Harvard for foot dragging in hiring and promoting women.

Female graduates interviewed for a Harvard study listed their top priorities as financial aid and recruiting women and minority faculty. Harvard responded by creating a "Task Force on Women and Leadership" with the mandate not to expand scholarships or diversity, but to strengthen fund raising and alumnae relations.

Students of both sexes need more contact with female senior scholars. Radcliffe's Mary Ingraham Bunting Institute is a community of distinguished women in science and the creative arts. Students will see more top women thanks to a $1.25 million gift to Harvard last spring to bring prominent women to campus for lectures.

Classrooms now serving students of both genders are still often geared to men. While Harvard professor Carol Gilligan gained international fame for her book on girls' psychological development called *In a Different Voice*, alumna Emily Fisher "had the feeling that the Gilligan research didn't seem to be informing the course work at the education school or at Harvard in general."

Money makes things happen

Believing the surest way to make the right thing happen at Harvard is to pay for it, Fisher and three other women recently endowed the $2.5 million Patricia Albjerg Graham Chair in Gender Studies, named for Harvard's only woman dean. Gilligan will be the first Graham Professor, and the endowment will keep gender studies going at Harvard's Graduate School of Education after she retires.

Speeches, letters, publicity, money given or withheld—bit by bit women are making a bad situation better. Harvard women will continue to need advocacy and support from Radcliffe programs, administrators and alumnae until Harvard cleans up its act.

The virtual Radcliffe of the 1990s

Marginalized in relation to undergraduate women, Radcliffe administers special programs to support its goals:

- *To inspire and educate women across the life span.* The Radcliffe Seminars offer post-graduate liberal arts courses and programs leading to certificates; 90% of students are women.
- *To serve as an international center for research by and about women.* In addition to the Bunting Institute, Radcliffe runs the Murray Research Center for the study of human

How Radcliffe College Began

Educational opportunities for American women expanded during the 19th century, as concepts of "republican motherhood" and female moral superiority encouraged the education of women to raise and teach the nation's sons.

By 1870 there were 3,000 women in American colleges and 8,000 in teacher training seminaries, mostly in women-only schools. Few men's colleges dared admit them, fearing women would hurt their reputations for scholarship and distract male students from their studies. This argument was used as late as 1966 to bar women from the Harvard undergraduate library.

Despite the high quality of separate-but-equal colleges like Mount Holyoke (1837) and Vassar (1865), women of Boston didn't want a school of their own. They knew Harvard was the best. Members of the Women's Education Association and female relatives of Harvard faculty and alumni pressed for admission. After 1874 Harvard allowed women to sit for its entrance exam but it didn't admit those who passed.

In 1879 the college quietly began to let its faculty offer women discrete instruction off campus. A ladies' committee of faculty wives and daughters managed the Harvard Annex. Women boarded in local homes and walked in pairs to avoid attracting attention. Books they borrowed from the Harvard library were due the next morning to be available for the men. Women students had to enter a classroom by climbing through a window, which was then covered by thick curtains to hide them from public view. Four years of study led to a certificate of completion, not a bachelor's degree.

The Harvard Annex incorporated in 1882 as the Society for Collegiate Instruction of Women, with Elizabeth Cary Agassiz as president. The first three graduates received certificates the next year. Purchase of a house in 1885 gave students a gathering place, but Agassiz insisted they remain inconspicuous to avoid resembling a women's college or offending Harvard men.

By the 1890s students demanded Harvard recognition and degrees to help them compete for teaching jobs. Harvard's treasurer refused to agree to swap Harvard degrees to women for assets, saying, "I am quite willing to see Yale or Columbia take any risks they like, but I feel bound to protect Harvard College from what seems to me a risky experiment."

The women rejected a counteroffer of a separate college with its own degrees, Harvard faculty and a Harvard board of overseers. Study under Harvard professors should lead to a Harvard degree, they said. Massachusetts nevertheless approved a charter in 1894 for Radcliffe College, named for a 1643 female donor to Harvard.

Then the school grew to look more and more like a private women's college. Dormitories went up around Radcliffe Yard. Although Harvard faculty still taught the classes, the direction was away from Agassiz's goal of closer affiliation with Harvard.

Decades later the tide would turn and women students would be integrated into Harvard, fulfilling the Annex founders' hopes and raising questions about whether Radcliffe still had any reason to exist.

Based on a paper by Mary L. Clark of the Georgetown University Law Center in Washington DC.

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development across the life span and the Schlesinger Library on the History of Women in America.

- *To engage women in shaping policy on important societal issues.* The Radcliffe Public Policy Institute tries to bridge the gaps between policy makers, scholars, students, business, media, grassroots organizations and the public.
- *To ensure that undergraduate women have not only equal access* to a Harvard education but also equal benefit.
- *To act as an advocate,* catalyst and convener for women's advancement at Harvard, in higher education and in society.

While Radcliffe advocates for Harvard women, Harvard makes a practice of public snubs to Radcliffe. The recent day-long celebration of the 25th anniversary of coeducation at Harvard virtually ignored Radcliffe, inviting President Wilson only to sit on a panel about women in the sciences.

Harvard failed to confer with Radcliffe before renaming a Radcliffe-owned house to honor a Harvard donor. Miffed at Radcliffe's decision to hold its own capital campaign (goal: $100 million) in parallel with Harvard's (goal: $2.1 billion), Harvard fund raisers mailed alums of both Radcliffe and Harvard a report on women's contributions without first consulting Radcliffe.

Alumnae power

Radcliffe has one asset it can't transfer to Harvard: the loyalty of Radcliffe alumnae. As every fund raiser knows, old grad loyalty translates into dollars. Harvard is motivated to keep Radcliffe on the letterhead as long as there are alumnae who graduated before Harvard went coed.

Peggy Schmertzler, class of '53, remembered the deans explaining that educated women made the best mothers because they could sing French songs to their children. Times have changed and the "old girls" are getting uppity. Free to speak up, they're applying dollar power to improve how Harvard treats women.

The Committee for the Equality of Women at Harvard grew out of Schmertzler's 35th class reunion in 1988. Learning that women made up just 7% of Harvard's Arts and Sciences faculty, she spent the next five years doing her homework on the status of women at Harvard and reported back at her 40th reunion. The committee expanded with women from the class of '58.

In 1995 the group began a boycott of Harvard's capital campaign. They've persuaded some 2,000 women and men to send their contributions to an escrow account, which won't be released 'til Harvard tenures more women. The $500,000 in escrow or pledges is small potatoes compared to the campaign goal but it's enough to embarrass the university.

Schmertzler and company also asked Harvard to appoint a panel to address their concerns and make an annual report on the status of women at the university. Harvard last issued such a report for Arts and Sciences in 1971.

Determined to reform university policy, the alumnae are setting an important example. Harvard's first female student body president, Lamelle Rawlins, called them role models. A female professor called them "incredibly courageous." They've inspired a cluster of tenured professors to take a fresh look for ways to ease the stresses on junior faculty women.

—SC

WHAT SHE SHOULD DO

In last month's true scenario, a female faculty member faced harassment from her chair and was unable to get help from her colleagues, union, lawyer or school. Here's the best response:

Regain Your Personal Power to Survive

Dear Overwhelmed,

Congratulate yourself. You've worked hard to earn your tenured position, which only about 35% of women faculty have. To be where you are today, you've become an expert in your field, done research and published, and received glowing student evaluations. You've had warm, caring relationships with your colleagues.

Now your "friend" and chair is harassing you to no end. It must be hard to get up every morning and face the day. What you once were passionate about has become rancid. Some thoughts:

- **Write yourself a long letter** outlining all your thoughts and feelings about your situation. Make two columns: what you love about your work, and what you hate. What **would** be your ideal solution to this problem? How would you envision the end of this nightmare?
- **Seek mediation.** Ask a third party, maybe from a different department, to mediate your differences. Both you and she would sit across a table and listen to each other's grievances. Write a contract between you, specifying which behaviors are acceptable and which are non-acceptable as you continue to interact.
- **Take up a physical activity**. Ride a bike to work, walk a mile, take up boxing. Your encounters with this woman are creating a lot of negative energy in you. Burn it off. Getting your body to move often changes your life.
- **Regain your personal power.** With tenure, you have earned a very strongly protected institutional position. But right now, you're not seeing or utilizing it. There's a rope between you and the chairperson; like a tug of war she seems to be pulling you hard, for whatever reason.

You have a choice: Either get a stronger grip on the rope or let it drop completely. Right now you're letting her win. Either stand straighter, remember how talented you are, plant your feet, and tell her in no uncertain terms to back off: you have tenure and simply won't be harassed out of your job. Period.

Or, drop your end of the rope. Ignore her. You might not need to be playing this game at all.

- **Design a job description for the chair.** Business uses job descriptions to keep personnel problems to a minimum. They outline responsibilities and accountabilities for those in key positions. Have your colleagues in the department write up an ideal one or look to another department for theirs.
- **Stop bitching** and getting ulcers, and look in the mirror. Do something that will return your energy and the love of the job to your life. Find a new research area, redo your syllabus, learn a new technology. It's your life. Is this really where you want to be? The world is enormous, it's yours 24 hours a day, and you get to choose how to spend it.

—Anonymous

Part I

Who Will Carry the Torches in the New Century?

One way or another, many pioneers supporting women in higher education have recently moved on.

- **Donna Shavlik,** head of the American Council on Education (ACE) Office of Women in Higher Education since 1982 and with that office since 1973, has left ACE. With her husband, she will develop Deep Bay Center in Montana, offering programs on the quality of life, interpersonal relationships and cross-cultural issues.
- **Margaret Hennig and Anne Jardim,** pioneer co-founders of the all-women Simmons College Graduate School of Management, retired in 1997.
- **Carolyn Desjardins**, former director of the National Institute for Leadership Development, died in July.

Donna Shavlik

Many other pioneers in advancing women in leadership positions on campus have put in more than a quarter century at the task, including Pat Cross, Bernice Sandler, Sheila Tobias, Carol Gilligan and Cynthia Secor. Shavlik and Secor, associate research professor and director of HERS Mid-America at the University of Denver, reflected on the future of women on campus.

What difference does 25 years make?

Most of those listed above have led efforts to support women on campus for at least 25 years. The next generation of women leaders are "going to be in fairly traditional positions," Secor said. Although jobs focusing on advancing women will remain, they'll have less emphasis. Secor expects to see women in many different positions "for whom the feminist agenda will be important."

Where will these women come from? "They're already there," Secor said. "Whatever you do, you find women accomplishing in that field, which wouldn't have been true 25 years ago." Although individual women have made inroads in most fields, "There are plenty of specialties where women are still scarce."

Who will lead in the next stages?

Shavlik believes the next generation of women's advocates won't be of a particular age, nor will they all be women. "There are some real equalized partnerships developing between men and women. I think it will be both men and women carrying the torch for women in higher education," she says. Yet "There are still men who don't understand that society is set up to disadvantage women."

The torchbearers will be of all ages. "I see a number of generations of women leaders staying active," Shavlik said. The growing numbers of older students will also bring new leaders of all ages into academe. "There will be several generations working simultaneously," she said.

What do they need to know?

Shavlik trusts today's young women's commitment to women's advancement. "I'm so impressed with the young women I meet," Shavlik said. She's "most concerned they be encouraged and supported to bring forth their authentic self." It's good for women and for the world. "The essence of a person has as much to do with how people do their jobs as what they know." Technical expertise is not the only requirement for success. The "soft values" women bring "are the values that will carry us into the 21st century."

Women need to know how influential and powerful they can be if they work together, Shavlik said. "Claiming that power is the major issue they face. We have to continue to join together with each other, and with those men who are willing to step out, and create a new world where men and women come to the table equally. We have to demand and help to create the conditions where that can exist," she said.

"Blooming where you are planted" is not enough. "You can change the conditions where you were planted," she said. "You also have the ability to interact with your environment in unexpected ways."

What's left to do?

Secor noted despite enormous progress in making the academic environment more favorable for women, much work remains. Advocates for women repeatedly face the same issues at ever higher and more complex levels. No matter what the arena, "there's always been a backlash," Secor said.

Equity in athletics on campus has always been a challenge, so Secor's HERS group teamed up with the National Association of Collegiate Women Athletic Administrators (NACWAA) to create a summer institute, which just won permanent status after a three-year test.

Cynthia Secor

Issues pertaining to gender, sexual orientation, and adequate representation of people of color continue to be important, especially in terms of access, Secor said.

"Access is key. The demise of affirmative action doesn't mean it's solved, but that the solution is not working," she noted. Getting women of color into technical areas like science and engineering is still an issue. "All the areas we've been dealing with for 25 years are still there; the more difficult ones are still difficult."

What's changed in 25 years? "The focus has shifted from getting the token first to having genuine representation," Secor said. "We've now got a first in almost everything," but women still need to gain equal representation across the board.

How can we succeed?

What do future women leaders need to know? "The younger women have no clue as to how hard it was 25 years ago," Secor said. "They need to know the history of what the struggle has been."

Many people today are very oriented toward individual concerns, which troubles Secor because most tough problems are solved communally. In the past, "there has been a different sense of taking everybody along," she said.

This major shift in values affects access to higher education. "People used to take for granted public education because it was good for the country and the people in it," Secor said. "Now the thinking has shifted to: 'If you haven't saved enough money, you can't go.'" People used to believe they were better off if their neighbors' children were well educated, but now there's constant challenge to entitlements. "I worry very much about a system in which every person doesn't have an equal opportunity," Secor said.

What kind of vision do we need?

"The opposite of the me-first ways we're doing things these days" is what's needed, Secor believes. "People have to have a keen sense of how to work with the whole" while still understanding the differential impact of policies and practices, she said. "One skill I'd wish for future leaders being able to look at the whole."

Some act as if diversity were a choice, not as the fact that it is.

Secor also hopes the new leaders will be able to see through the complexities of modern life to the remaining inequities. "The women coming up know women can become governors, astronauts, and college presidents, but they're finding there are very few of those jobs," she said. Younger women "don't see the vehicles for putting their values into action ... and they don't have the orientation of my generation to create the vehicles," Secor said.

"We had more boat builders. Since we were looking at broad expanses of water, we had to build the boat," she explained. Women today don't see wide open waters of need. "When I was coming along, it was so clear that women couldn't do certain things. Women faculty couldn't go to the faculty club, even though male graduate students could go. It was so blatant you had to do something about it."

Younger women view women's issues differently. "Now it's more a matter of 'how do I manage my career to get there?'" Secor said, "instead of the broader issue of 'how do I change the status quo?'" Younger women today may think it's somehow their fault that they're not presidents, while "It was so clear when I was coming along that the system was designed to keep us out."

Secor's legacy: a university model

Today, Secor is focusing on the University of Denver. "I'm really interested in the question of how a major institution can be genuinely responsive to women and men," she said. "It's a real institution that's growing and changing ... How do we work that change so that women truly sit at the table?"

Calling herself "very pragmatic," Secor thinks positive change at one institution can be a model for change elsewhere. She also intends to continue "pushing the women's leadership agenda, that access must be equitable, open to all people."

Secor views her legacy as helping to start several groups important to women's studies and research, and focusing on the major challenge of diversity: "We're going to solve the technical problems and still be stuck not knowing how to talk to each other, not knowing how to show appropriate respect."

Even though laws supposedly protect equal rights, many people lack practice at day-in, day-out diversity. "We rise to the technical challenges more than we do to the human ones. I wish we had the same enthusiasm for welfare and the elderly as we do for the next generation of computers."

Learn to live with differences

"We are trying to learn as a country how to live with difference. Some act as if diversity were a choice, not as the fact that it is," Shavlik noted. But the U.S. cannot successfully deal with its diverse populations until we demonstrate in language and behavior that we value diversity.

"Really understanding diversity will result in a world where people are not marginalized and feel a part of the whole," she said.

"A lot of leadership will come from women of color, because they do understand this nexus. As they become more whole in society, so will society" become whole, Shavlik believes.

It will be more difficult for some men to embrace these changes. "There is anxiety there," Shavlik noted. "There is a discomfort with the changes: too much, too fast, too overwhelming." Many men "don't know who they are and where they fit ... in this new order." Shavlik explained, "We're unsettled about what needs to happen in higher education, and that's hard on people who want to hold onto the status quo."

Yet advocates for women — including enlightened men — could raise new agendas and "shape where we're going in higher education," she said. The new women leaders would do this "with the skills we use so well: kindness and caring and understanding," Shavlik said. "There could be a real renaissance in higher education — and we need it."

Shavlik's legacy: Educating ACE

As for her own legacy, Shavlik said, "I'd like my legacy to be women's ability to take hold of their own situation. But it's not my legacy individually. All I did was to feature women at ACE. The only thing I can claim is that I participated in that process," she said.

She started the strategy of holding a president's forum, sponsored by ACE's Office for Women. "I will claim the idea to bring the women presidents of colleges together; it's important for them to talk and be together."

But the actual legacy belongs to a lot of people, Shavlik noted. So does the future. New women leaders "can't do it alone," she said. But this isn't a problem because "women know how to make a cooperative effort."

—DG

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Next month Part II: We Will Carry the Torches.

Moral Reasoning: Will Future Leaders Measure Up?

Scandals over falsified research or abuse of academic resources shock us: We'd like to hold higher education to a higher standard. Is it wishful thinking to look to colleges and universities as models of ethics?

There's good news and bad news, says Greg McQueen, an administrator in biomedical ethics at the University of North Texas. With Lockheed training manager Leon Abbott, McQueen studied about 60 participants in two years of the American Council on Education (ACE) Fellows Program.

Chosen for their leadership potential, ACE fellows spend a year in seminars, workshops and mentoring by a higher education president or CEO. It's a very select group. Most become college or university presidents, vice-presidents or deans, McQueen said at the National Conference on Applied Ethics at Long Beach CA in spring 1997.

The good news: Most of these future leaders showed an exceptional grasp of complex issues and diverse moral perspectives. By some measures, those at the top got even better during their involvement in the ACE program. The bad news: Those with the weakest moral judgment skills got even worse by the end of the program.

Most effective leaders are those who can see a wide range of perspectives.

"Higher education is a lot like religion. Like clergy, administrators spend a lot of their time helping others solve their problems," McQueen said. A president is supposed to adjudicate disputes with the wisdom of Solomon and allocate resources fairly while listening to many constituencies. The most effective leaders are those who can see a wide range of perspectives.

This is the kind of complexity James Rest's Defining Issues Test is designed to measure. Carrying Piaget's stages of development into adulthood, the test ranks six stages of moral reasoning and development, from fear of punishment (1) to concepts of justice (6), where people progress to higher stages.

Although Carol Gilligan criticized the Rest test for gender bias, McQueen found no difference between the scores of women and men ACE fellows. Whether it's because girls have learned to think like boys since Gilligan did her research, or because women who think like men are more likely to succeed in higher education or get chosen for the ACE program, gender did not prove a factor in his results.

As we progress through the stages of moral development, we build a growing repertoire of ways to address a moral issue. The further we get, the more different kinds of reasoning our past experience includes. "Many studies have found people who are open to alternatives and different forms of reasoning tend to score higher," McQueen said, because they "understand everybody else's level."

How ACE fellows fared

Being an ACE fellow is a good predictor of future leadership in higher education. It's reassuring that the fellows overall scored very high on the Rest test, as did the candidates nominated by their institutions, but not selected. The high scores suggest future leaders use principles like fairness and justice, and have the flexibility to understand others.

The researchers administered the Rest test three times at 10-month intervals: before selection, and at the start and end of the program year. The overall scores of the group didn't change over time, but scores in the top category declined from each test to the next.

Perhaps the change reflects an expanding repertoire, as fellows became more comfortable with looking at the financial or political dimensions of moral decisions in addition to concepts of justice. On the other hand, scores may have dropped because fellows narrowed their focus after selection and became very tightly focused during the program year. Growth from one moral reasoning level to the next normally results from expanding awareness of social issues and one's place in the larger world, but it appears the ACE program had the opposite effect.

A widening gap

A more general measure of moral development combines scores from several of the higher stages.

McQueen and Abbott used this composite to divide the ACE fellows into three groups. By this measure, the top group improved steadily over time. These superstars are risk-takers who love learning, challenge and intellectual stimulation and who reflect, set goals, take responsibility and see themselves in a larger social context. They started near enough to the moral reasoning level of the presidents who mentored them to learn by example.

By contrast, the scores of the bottom group declined over time. By the end of the program they were far below the top group's level and scarcely above the high school average. "What caught me was the spread between the groups," McQueen said. Those who started with less flexible styles may have felt threatened and confused by mentors whose reasoning was so different from their own. It's hard to leap more than one developmental stage at a time or understand what's going on more than one stage above you. They may have reacted to stress by retreating into the comfort of a more familiar level. If these people rise to top positions, they'll be in over their heads. They're likely to be rigid or discount the opinions of others.

McQueen counsels concern but not panic. If it's true that the ACE Fellows Program reduces participants' use of concepts of justice and widens the moral reasoning gap between its strongest and weakest participants, it's important to notice. They don't recommend ethical case studies, which have little effect on moral development. They suggest:

- Restructuring the ACE program to encourage participants to broaden rather than narrow their focus; and
- Offering special help to fellows who have difficulty understanding other people's perceptions.

With adjustments, the program could help participants cultivate the moral depth we expect from higher education. ■

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THE LAST LAUGH

Confessions from Toe-Dipping into Public Speaking

It all started seductively enough. A long-term subscriber e-mailed asking if I ever did any public speaking.

Her query arrived in the middle of PISS (Pre-Issue Stress Syndrome) week in late winter. It's roughly the third week of each month, the days just before all deadlines for ads, articles, layout and deciding the number of pages in the issue.

I left it in my e-mail file until I could get back to it, probably several weeks. But she was very persistent and professional (and flattering), so somehow I agreed to speak at an association of schools out East if she could arrange a date that's just after an issue is born.

She did, late September. I said OK. Soon she prodded me for a presentation title and a biography.

Countdown

Somehow I got behind on writing the issue, and never got time to really think about or write my speech. Two days before I was to fly out there, I begged a teaching colleague to go in my place: "They've never met me, they won't know the difference." She refused.

Why was I doing this to myself? The September issue had already cost all but two fingernails. I didn't need any more adrenaline. Who said I could do public speaking? We writers get an infinite number of chances to write — and then revise, rewrite, rework, rearrange, research and review. Speakers get just one.

But in a larger sense, why not? I've been considering what I want to do when I grow up, and public speaking was a possibility. It's a chance to meet readers and learn about their situations, and a real ego trip when readers compliment the publication. A unique attraction was the chance to visit my hostess's school, a military academy.

Contact

Intent on minimizing NAFMOBs (Nights Away From My Own Bed), I made air and car plans. I assembled my props, overheads, clothes and paperwork, and outline and ran through the speech once the night before I flew East.

It was a blast

Before I knew it I was behind a podium discussing observations from my perspective about women in higher education with about 100 female administrators. I had a great time, gaining energy from the crowd as I spoke. There were genuine laughs and thoughtful silences at appropriate times. Two young women high-fived each other during the speech: I had spoken to them, in their language.

I dutifully ended with plenty of time for questions, as my hostess requested. After just one question she dismissed the group for lunch. Then several women approached to privately ask me their own questions.

I blew an answer to a woman becoming uneasy about being the department's gender equity nag. To compensate for not pulling their share of the department's load, eight faculty members were required to do "extra service." The seven men managed to wiggle out, but the woman was being made to comply. What else she could do? I had no idea. My brain was disengaged.

Today I'd suggest she quietly provide the faculty woman with this information, and the names of the other seven faculty. The woman then has the choice of discretely asking whomever she is most comfortable with among the seven how he managed to get out of it, as she'd like to do. Or, she could confront the person in charge of the extra-duty assignment with the obvious gender inequity. It would be her choice.

It made them think

Later at lunch, a conference organizer said she judged the value of a presentation by the discussion in the women's room afterward. By that standard, I did fine.

After returning to earth from the emotional high of the speech, I concluded public speaking was just one more way to connect with women in administrative jobs on campus. It was a lot more stressful, but exhilarating! In exchange for receiving the excitement of seeing people excited to meet me, I brought them my experiences, my passion and my insights.

And just as I do with you each month, I left them a little bit of myself, to nourish those seeds of thoughts.

Although the foray out of my editor's chair was fascinating and tempting, I don't think I'll be joining the National Association of Public Speakers anytime soon. But then again, who knows? They may well have the last laugh! ■

Mary Dee

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Redefining a Place for Women in the Power Structure

Power is a most misunderstood concept. It has a negative connotation, yet without it nothing gets done. The more you give away, the more comes back to you. And it doesn't usually show up on organizational charts.

In previous positions, Shirley Chater had plenty of power. She's been president of Texas Woman's University and from 1991 to 1995 headed the U.S. Social Security Administration. Now a Regents Professor at the University of California-San Francisco, she keynoted a November conference on women's leadership, sponsored by the American Association of Colleges and Universities in Washington DC.

Types of power

Power has many facets. "Informal power is what makes life interesting," she said. *Positional power* is based on rank or title; it may be temporary, but it works well in crisis situations when someone must take control and give orders.

Chater prefers *relational power*, which she finds more effective and long-lasting. While women are less likely to have positional power on most campuses, they often have a great advantage in creating and using relational power.

"What you do as leaders will certainly depend on relationships you develop among colleagues, constituents, students and staff," she advised.

"Women very much undervalue their own strengths," Chater said, like using their power and organizational skills to get things done. Citing Warren Bennis on leadership, she said managers are those who do things right, while leaders know the right thing to do. Now facing many serious challenges, higher education needs leaders who can do the right things at the right time. Women leaders excel at using various types of power.

The power of persistence. Chater spoke of a mother whose newborn was assigned a social security number with three sixes, which the Bible considers a sign of the devil. She pleaded with authorities at local, regional and national social security offices for a new number. No dice. Giving her child a different number would upset the computers and set a bad precedence, each told her. The mother persisted and eventually got to Chater herself, who listened and investigated. "I found out we had enough computer capacity to give everyone six social security numbers, so we just skipped that one and gave her another," Chater said. The mother's persistence brought her success, even in a bureaucracy of 65,000 employees.

The power of persuasion. Informal power often relies on persuasion, but so does positional power because there's always someone above you in the hierarchy. Chater had to persuade the White House to allow her to assemble her own team of people with diverse skills to help her lead the Social Security Administration. "I was one of few administrators whose team had the competence it needed," she said, because she was able to persuade and negotiate for people with the skills she needed. "Bringing in new people to change the culture is incredibly important," she said.

The power of communication. Good communication means you have to "Say what you do and repeat it over and over and over," she said. Chater's favorite way to communicate is through stories, because people remember them long after they've forgotten facts and numbers. "The power of a story to make clear a vision is phenomenal," she says.

"My success with Congress was due in part to my telling a story," she says, recalling how she could have used data to show 34 million retirees depended on social security. Instead, she described how a woman strategized to make $350 last all month, including diluting a can of soup with water and rice to make it last all week. "To that woman, 30 cents a week made all the difference," she said.

The power of vision. At the social security agency, her vision was to create an environment where employees

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Is Women's Leadership Different?

Citing a study by University of California-Irvine professor Judith Rosner, Shirley Chater said women are socialized to be caring, resourceful negotiators who are good at empathetic listening and resolving conflicts. Rosner is careful to say it's different than men, not necessarily better.

"These are the characteristics that make women different as leaders. In these days of chaos and change, these skills are very important," Chater said. "I personally believe women lead better, especially with so few resources that they must be more creative in using them."

In her book *Women World Leaders*, attorney Laura Listwood reports on interviews she managed to arrange by getting into the palaces of 15 women who were heads of countries in 1994. From Listwood's book, Chater quoted the president of Iceland saying, "Women cannot lead without men, but men have always led without women." The president of Ireland said women are instinctively less hierarchical, while the president of Nicaragua contrasted women leading by reconciliation and persuasion, with men leading by control and intimidation

provide "extraordinary service in a world class fashion" and put the customer first.

Because the phones rang off the hook the first week after checks went out, they wanted to improve service to callers by spreading phone calls throughout the month. When they asked recipients how they'd feel about changing the process to send some out each Wednesday of the month, instead of just on the first, clients said, "Are you kidding? We've spent our whole lives trying to negotiate how to pay our bills based on the checks being sent out the first Wednesday, and now you want to change?"

Instead, they decided to improve response to phone calls by arranging that only new clients would be affected; their checks would be mailed on the Wednesday corresponding to their birthdays.

The power of redesigning processes. "Redesign means literally wiping the slate clean and starting over rather than trying to mend what is in place," Chater said. It's a great opportunity to think creatively outside the box and use current technology and information to improve processes.

Although the Social Security Administration started in 1932, some original processes remain, with the excuse "Why fix it if it isn't broken?" She found the agency spent literally half its 65,000 employees' time in taking applications for payments to the permanently disabled, involving 32 people in the process and taking an average of two years.

"I decided not to tamper with what we had. Instead I appointed a team of very knowledgeable people and gave them totally free time. They wrote a report and we're using it," she said. The goal was to involve only two people and get it done in six months, a new process expected to take four to five years to set up. It's now down to six people, nine months and improving.

At Texas Woman's University in 1986, students sweltered in 110 degree sun in serpentine lines to register for classes. Watching them from her presidential perch, she wanted to improve the process. First they tried band-aid approaches like bringing students ice-cold lemonade, sending out advisors to help them select classes and offering child care while they waited. Finally they decided to set up a new telephone registration system, open from 9 a.m. to 6 p.m. When students ignored the new system, they learned the preferred time to register was 3 a.m., so they changed the hours.

Shirley Chater

Chater suggested higher education could benefit from redesigning at least two processes, questioning:

- Why rely on the lecture method of teaching, when research shows students don't learn well from it?
- Must dissertation committees have five people?

The power of change. "Re-engineering a whole culture like higher education takes an incremental approach," Chater advised, but there are ways to jump start the process.

- **"Creating a crisis** is a wonderful way to get people motivated to think about change," she said. When something *has* to be done, it's an opportunity to think creatively and get it done right.
- **Jumping on the bandwagon** is another technique. When vice president Al Gore announced his initiative to "Make government work better," Chater jumped on his bandwagon and started her campaign to "Put people first."
- **Choosing a visible project** with the potential to be a very noticeable success help to rally the troops. "Nothing succeeds like success," Chater said, explaining an early project to improve the service to 64 million people who called the Social Security offices each year. She based decisions on the convenience of the customer rather than the administrators, and it paid off.

So successful was their effort that in a private survey on who did the best job answering their 800 phone number, the Social Security folks came out on top, better even than L.L. Bean, AT&T and Nordstrom's.

Another plan called for a weekly e-mail Commissioner's Broadcast to advise the 65,000 employees of what's coming next, suggest ideas and solicit feedback on current issues. "We considered each employee an ambassador for the department, and wanted to stay in touch," she said That plan worked too... too well, in fact. "Then we had to figure out what to do with the 10,000 responses!"

WOMEN IN HIGHER EDUCATION

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EEOC Says Schools Must Prove Inequity in Coaching Salaries Isn't Due to Gender Bias

Halloween brought a real treat to historically underpaid coaches of women's athletics teams. Under a 29-page guideline released October 31, gender bias is assumed if pay for coaches of women's and men's teams is unequal, unless a school can demonstrate their jobs do not require similar "skill, effort and responsibility."

A survey of 303 Division I teams this spring showed coaches of women's teams earn an average of 44% less than those of men's teams.

The new federal Equal Employment Opportunity Commission guidelines lack regulatory effect, but will be the basis for sex bias lawsuits by coaches of women's teams. While Title IX as part of the Educational Amendments of 1972 outlaws sex bias in federally-funded schools, this guideline is based on the Equal Pay Act and Title VII of the Civil Rights Act of 1964.

"This is equivalent to what the Title IX regulations meant for women's athletics," said Donna Lopiano, head of the Women's Sports Foundation. "You're going to see (the guidelines used) immediately in ongoing lawsuits where the plaintiff attorneys are going to have some real ammunition."

The new guidelines will affect most schools with basketball programs. A study of 1995-1996 salaries found coaches of women's basketball teams earned an average of 39% less than those of men's teams. Even worse, a confidential survey by the AD at the University of Texas-Austin showed the median salary for coaches of women's teams was $98,400, compared to $290,000 for coaches of men's teams in Division I-A.

Market factors and the need to make profits are not an excuse for salary inequities, the EEOC emphasized. In an example where the school paid the head men's basketball coach 50% more despite the coaches' having similar education, experience and responsibilities, the EEOC said the difference was illegal because the school didn't give the women's team coach equal support resources in assistant coaches, marketing and publicity.

Ironically, Division I football coaches often earn more than university presidents, but their salaries won't be affected because there's no comparable women's team.

Ohio State University recently hired a new women's basketball coach at $150,000, the same base salary as the men's team coach. Market forces like TV programs and summer camps will add more for the men's team coach. But this spring former coaches of women's field hockey and track and cross country at Ohio State sued for $6 million and $13 million respectively, citing gender bias.

From *WIHE* in June 1997, *The Mobile Register* on November 5 and *The Chronicle of Higher Education* on November 14, 1997.

Ex-Coach at Oregon State Wins $1.3 Million

Even before the guidelines, former softball coach Vickie Dugan won a $1.28 million federal lawsuit against Oregon State University and its former AD Dutch Baughman.

Women's team coach from 1988 to 1994, Dugan was replaced by a male coach after complaining the school provided poor facilities, few scholarships and no assistants. The AD threatened to drop women's softball after she complained, noting a team record of 0-24 in her final year.

"I'm so glad the jury saw the truth and sent a message to help the women who come behind me," Dugan said in *The Chronicle of Higher Education* on November 21, 1997.

Women Earned 47% of PhDs by U.S. Citizens

The year 1996 produced a record number of PhDs: 42,415, including an increase in those to minorities and women. Among U.S. citizens earning degrees, women earn 47% of doctorates, while minorities earned 14%. Overall, women earned 40% of all PhDs, up from 39% last year, according to a report by the National Research Council released in November.

Women earned 61.7% of doctorates in education, 51.6% in the social sciences and 49.7% in arts and humanities and 29.8% in business.

All 1996 PhDs By Sex and Discipline

	Total	*% Females*	*% Males*
Education	6,772	61.7%	38.3%
Social sciences	6,812	51.6	48.4
Arts/humanities	5,116	49.7	50.3
Professional fields	1,163	47.6	52.4
Life sciences	8,255	43.4	56.5
Business & management	1,276	29.8	70.2
Physical sciences	6,675	20.7	79.3
Engineering	6,305	12.3	87.7
All fields	42,415	40.0	60.0

For the full report, e-mail phdsurvy@nas.edu

Ex-Dean Reports Outrageous Behavior by U of SW Louisiana in EEOC Complaint

If just one of her complaints to the Equal Employment Opportunity Commission is substantiated, Evelyn A. Redding should have no problem gaining the right to sue four top male leaders at the University of Southwestern Louisiana.

Dean of nursing since 1981, Redding was ordered to take sick leave in July and demoted upon her return in August. She had complained about treatment by VP of Academic Affairs Gary Marotta but was ignored by top administrators, and then demoted in retaliation. Among her specific allegations:

- VP of academic affairs Gary Marotta made sexual remarks that were "highly offensive and totally inappropriate and unsolicited and unwanted." Twice Marotta suggested she "dance naked in front of the group" of deans.
- Marotta forced deans to take turns furnishing liquor at weekly meetings. As an Evangelical Christian opposed to drinking, Redding declined; Marotta looked directly at her while joking about "religious fanatics."
- Marotta told her and another professor a "vulgar tale of procuring sheep for the Texas A&M football players" in order to "exhaust them sexually before they played a football game against USL."
- After she asked for funds for the College of Nursing, Marotta consistently offered his jock strap from his credenza for "support."

- When Redding asked him for a salary increase in line with nursing deans at comparable universities, Marotta told her as a single woman she didn't need more money.

Her EEOC complaint names USL President Ray Authement, VP Marotta, VP Raymond Blanco and auxiliary services director David Walker. Her attorney says she intends to sue for monetary damages, according to *The Advocate News* (Baton Rouge LA) on October 22, 1997.

U of Akron Changes Alarm Accreditors

For the first time in its 126-year history, the University of Akron failed to get a full 10-year accreditation, according to reports from women associated with the school. Instead a focused visit by the North Central Association is scheduled for 1999.

Although the summary report has been kept secret, sources say it cites weaknesses in central administration, budget planning and process and human relations. *WIHE* reported the school purged nearly a dozen key female leaders in 1997, including President Peggy Gordon Elliott.

Elliott recently became president of South Dakota State University. She had been a finalist in the last year for presidencies at several schools, including Portland State University and George Mason University. Foes at Akron reportedly launched a phone campaign to prevent her from getting the jobs, according to sources.

Boston U Drops Football, Spreads $3 Million

Despite a 91-year history and vocal alums, Boston University will end football this year to better serve all students including women, the board of trustees voted. Division I-AA football costs BU $3 million annually.

"BU has a long-standing commitment to providing strong programs for women athletes," said AD Gary Strickler. "And interest in women's sports is growing rapidly these days." Women are 57% of BU students.

Plans to restructure athletics include an increase of $500,000 for women's sports, a new rec complex for basketball, racquetball and fitness, and increased support for its other teams. The school cited lack of interest in football from students and fans, repeatedly bad seasons including losing 25 of 28 games this year, and an international culture of students with other interests.

"... the hard fact is that our football program has not generated enough student interest or overall success to warrant its huge claim on financial resources, facilities and other infrastructures," said university provost Dennis Berkey. "We have decided to realign our athletic budgets to areas of greatest need and student interests."

Reports are from *The Boston Globe* on October 26, 1997 and *The Chronicle of Higher Education* on November 14, 1997.

Nebraska Chancellor Responds to Sex Bias

"Until each campus chancellor assigns responsibility to evaluate performance on gender equity, no systematic efforts are likely to prevail across the campus or throughout the campus," recommended an August report on why 1991 gender equity goals were unmet at the University of Nebraska.

In October, James Moeser, chancellor of the system's flagship campus at Lincoln, assigned the job to two administrators. Evelyn Jacobson, associate vice chancellor for academic affairs, will be responsible for gender equity issues among faculty, while human resources director Bruce Currin will handle equity issues among staff. They will report back at the end of the fiscal year.

Harsh criticism of Nebraska's medical center in the report made chancellor William Berndt promise to appoint someone directly accountable to him. The report cited the center for lax enforcement of affirmative action procedures, wide gaps between women and men in perceptions of gender inequities, and male doctors abusing women staff verbally and physically.

System president Dennis Smith is now searching for a special assistant for diversity and equity, according to the *Omaha World-Herald* on October 8, 1997.

Nat'l Sorority Group Targets Greek Drinking

Campus women still drink less than men, and Greeks are still the biggest drinkers of all, but the gender gap is closing.

At its annual conference in October, the National Panhellenic Conference of 26 sororities with chapters on more than 2,600 campuses voted to ask sororities to invite fraternities to join them in holding non-alcoholic events.

Another vote backs their male counterpart, the National Interfraternity Conference, which wants fraternities to ban alcohol in campus frat houses. So far three of 63 member fraternities have done it. By decree, all sorority houses are alcohol-free.

"We really believe this kind of atmosphere is conducive to better conduct, better scholastic performance, and improved health and safety," said Jean Scott, speaking for the national sorority group. "It's been good for us, and we are solidly endorsing it for the men as well."

This fall, deaths by drink of fraternity men at two campuses, Louisiana State University and Massachusetts Institute of Technology, highlighted the problem of binge drinking. In the last 20 years, 70 fraternity men but no sorority women have died in alcohol-related incidents.

A Harvard School of Public Health report covering 17,592 students at 140 four-year colleges last fall found Greeks drink more than other students. Among women, 62% of Greeks reported binge drinking, compared to 35% of non-sorority women. Among men, 75% of Greeks reported bingeing, compared to 45% of other male students. Female and male residents of Greek houses were worst of all, with more than 80% reporting binge drinking.

Henry Wechsler, author of the Harvard study, said 50 years ago drinking by college women was not a problem. Now, "... the gender gap has closed...."

A report by the University of Missouri-Columbia's Wellness Resource Center found comparable results. Among women students, 71% of sorority members reported binge drinking, compared to 37% of non-members. Among men students, 84% of fraternity members reported binge drinking, compared to 51% of non-members.

Reports are from the *St. Louis Post-Dispatch* on October 29, 1997.

Wis. Debates PI Training on Harassment

When it comes to finding evidence of the need for training to prevent sexual harassment on campus, the Committee on Women at the University of Wisconsin-Madison didn't have to look far.

- A rash of gender bias lawsuits has embarrassed leaders, including paying $390,000 to a Chinese research assistant in February. Her boss demanded sex twice a week for six months, telling her it was part of her job duties.
- Gender bias in hiring faculty is alive and well, demonstrated by the fact that women comprise only 18% of campus faculty, a rate unchanged in eight years.
- At a November meeting of the Faculty Senate, assistant professor of classics Silvia Montiglio lashed out at the university's political correctness, calling it "an extreme code of behavior." She wondered whether having lunch with a male student or making "a comment about somebody's nice face" would be interpreted as harassment.

Peg Barratt, chair of the committee, said Montiglio's questions demonstrate the need for training on what is and isn't acceptable behavior on campus.

The committee says mandatory training for principle investigators would help prevent harassment and improve the climate for women on campus. Last month the university approved mandatory sessions for nearly 200 deans, directors and chairs on sexual harassment.

Supporting the training plan is Chancellor David Ward. "My concern is corporate liability," he said, citing the school's tarnished reputation and "good money" paid out to employees who sue when the university fails to enforce a code of conduct.

The Faculty Senate plans to renew the debate at its December meeting, according to the *Wisconsin State Journal* on November 4, 1997.

UC-San Francisco Pays $1.5 Million for Bias

A former medical professor will gain $1.5 million in a settlement with the University of California-San Francisco for sex bias and retaliation in firing her.

Odelia Braun sued the school after it closed her paramedic training unit in 1994. After she took a two-month leave of absence to travel and recover from an illness, the school replaced her with a colleague who claimed she had embezzled money to pay for her trip.

After an internal audit found no problems, he continued to accuse her until a state audit turned up problems caused by other university administrators. She said her job was cut to blame her for their improper practices, said *The Chronicle of Higher Education* on October 31, 1997.

U-Mass Dartmouth Finally Promotes Prof After AAUW Agrees to Support Her Lawsuit

Three times the University of Massachusetts-Dartmouth refused to promote Professor Tish Dace, so in July she sued the school and its president and provost for sex bias and retaliation for her complaints of sex bias.

Just one week after the American Association of University Women agreed to provide legal and financial support in Dace's case, she received the promotion to Chancellor Professor that she had sought since 1995.

Dace is one of nine women administrators, faculty and staff to file complaints with the Massachusetts Commission Against Discrimination against U-Mass Dartmouth within the past 16 months. For a school of only 6,500 students, this appears to be a national record.

The AAUW report noted women are just 26% of full-time faculty and 20% of full professors at U-Mass Dartmouth.

SUNY Conference on Women's Sexual Freedom Offends Trustee, Governor

If it were a conference on pornography, would a SUNY trustee be calling for the president's head?

SUNY-New Paltz President Roger Bowen welcomed about 250 participants to a November conference called "Revolting Behavior: The Challenges of Women's Sexual Freedom" sponsored by the women's studies program.

Trustee Candace de Russy called the conference a "travesty of academic standards," noting workshops on Safe, Sane and Consentual S&M and on sex toys for women, and asked Bowen to resign. Gov. George Pataki ordered two top SUNY administrators to review the event and report back within a week.

"We set out to run an academic conference of educational value," said program coordinator Susan Lehrer, an associate professor of sociology. "We did our best to provide an environment where people could explore these issues." Other topics included marriage and sexuality in Africa and international sexual rights.

Bowen said he allowed the conference to proceed to avoid violating free-speech rights, although he personally found some of the topics offensive. "If the university cannot host speakers and conferences of all ideological and philosophical shades, then it will have lost its soul, its very raison d'être," he said, according to *The Advocate News* of Baton Rouge LA on November 12, 1997.

Yale Again Snubs Top Female Prof

Yale University again refused to grant tenure to prominent diplomatic historian Diane Kunz despite public and internal outcries. Even after the provost took the unusual step of asking the tenure appointments in the humanities committee to reconsider its 7-2 refusal, it again rejected her bid for tenure by an 8-2 vote.

Kunz said Yale had hired another diplomatic historian with tenure in the meantime. With a contract to write another book, she plans to leave academe, according to *The Chronicle of Higher Education* on November 21, 1997.

MALE ATHLETES ACTING BADLY

Ex-VA Tech Footballers Plead No Contest

After their charges were reduced from rape and sodomy, former football players Brian Edmonds and James Crawford pleaded no contest to a charge of attempted aggravated sexual battery. A 19-year old women told police they raped her in their apartment last December.

At first they denied the charge, filing a $32 million slander suit against the woman, which they later withdrew. They agreed to pay fines of $250 each to both the town Women's Resource Center and that at Virginia Tech, and received one-year suspended sentences. Edmonds graduated last spring, Crawford did not return to Virginia Tech—and the 19-year old woman has memories.

Information from the Associated Press, as reported in *The Chronicle of Higher Education* on October 3, 1997.

Today's Environment Challenges Higher Education

"When we're mired in detail and angst, it's helpful to remind ourselves of why we're doing what we're doing," said Constance M. Carroll, president of San Diego Mesa College. Carroll put into perspective the major issues facing higher education at the June conference "Righting the Standard" in Phoenix.

"Higher education is doing missionary work," she said. "Educators are caring for the beautiful, fragile people who come to our community colleges in search of a better life." She recalls her last commencement: "There's nothing more thrilling or meaningful. It can produce enough satisfaction to carry me through the next year." Keeping these inspirations in mind can be difficult when challenges snipe from all sides, Carroll noted, identifying four currently facing higher education:

- **Finances.** When it comes to finance, times have surely changed. At the start of her career in the 1970s, "the issue was our inability to spend huge amounts of money that the federal government poured into higher education. Now the situation is reversed."

We're being held accountable for our products as never before. That's good.

Government funds continue to shrink, and more revenues are earmarked for specific purposes and personnel costs. "The union movement has produced an imbalance in expenditures," she concluded, because now at least 80% of the average community college budget goes for personnel, compared to 72% ten years ago.

To deal with limited resources, community colleges must get funds from new students, endowments, partnerships, entrepreneurship, and other efforts. "Initially, the way to bring about change is through the unpleasant task of reallocation of resources," Carroll said. "The president needs to master finances by bringing in new money and old reshuffling money. " But it's not "rearranging chairs on the Titanic." It's changing the identity of the school to reflect new realities. For instance, collaboration and outsourcing sometimes can provide equal or better services at less cost.

- **Changing educational directions.** Technology, competition, and the increased need for workforce and professional training bring ever more diverse educational options. Technology is the key to many of these changes, and is itself in constant flux, she said. It comes with a high cost, requires massive training, and has a large obsolescence factor: "We bought a mainframe ten years ago for $5 million, and now it's worth $175,000."

Although many faculty have helped drive the use of technology inside and outside the classroom, too many faculty still think of "distance education" as the distance they stand from the lectern in the classroom, Carroll observed.

Certainly the competition has been making use of distance education. The development of Western Governors University, a virtual, on-line university, "is alarming, frightening, exhilarating, and exciting from the learner's standpoint," Carroll said. Proprietary schools like the University of Phoenix are reaching thousands of students via the Internet, and other institutions "flood the airwaves" with courses, she said. "Yet campuses are sitting like a bunch of dinosaurs hoping some meteorite will put us out of our misery."

Constance M. Carroll

Meanwhile the learners have become impatient with institutional problems and turf concerns. Carroll found many students at her campus also take courses at other institutions, but they can't qualify for federal funds because they're not full-time students anywhere. "We have to deal with the learner in progressive ways," she said.

- **Diversity.** There's been an explosion in diversity, including an ever widening age range of students, as well as increased ethnic and racial differences. At California community colleges, fewer than half of all students are now white. More than one fifth are Hispanic/Latino, one tenth are Asian/Pacific Islander, and about 8% are African American. More women than ever attend college, especially as older, non-traditional students.

There's a huge need for cross-cultural training, Carroll said, "The curriculum cries out for diversity to reflect the values and heritages of all its people. My students are shocked that I grew up in segregation." Students need to understand the roots and development of the diversity movement.

- **Public demands accountability.** And if all of these needs aren't enough, the public cries for accountability have grown ever louder. Everyone wants to evaluate the schools. "The U.S. Congress has become the largest school board in America," Carroll stated. The public wants to know student graduation rates, the kinds of jobs graduates are getting and at what salaries, she said. "We're being held accountable for our products as never before. That's good."

She listed 13 core indicators of effectiveness from the American Association of Community Colleges: student goal attainment, persistence (fall to fall), degree completion rates, placement rate in the workforce, employer assessment of students, number and rate of transfers, performance after transfer, success in subsequent related coursework, demonstration of critical literacy skills, demonstration of citizenship skills, client assessment of programs and services, responsiveness to community needs, and participation rates in the service area.

As colleges research their own successes and develop programs to address areas needing improvement, administrators may remember what attracted them to this work in the first place.

For instance, Carroll reported 90% of the 1,200 students at her college on welfare take vocational training. After graduating, 90% of them find jobs earning more than $18 an hour. That's a success story the public needs to know, and one that should keep administrators motivated to face the challenges in the last years of this century.

In the end, the public still needs higher education. "Students need us more than ever," Carroll said. "It's very difficult to decide how to train for what they need and make choices regarding their education. We're here to help them make their choices."

—DG

Resolving the Tensions of Women Faculty in the Classroom

Although women have come a long way since the 1960s, we need to prevent erosion of those gains by confronting negative cultural attitudes and academic traditions. Dr. Lisa Goodnight, who teaches in the department of communication and creative arts at Purdue University Calumet IN, thinks a new style of teaching could deepen learning and relieve tensions based on gender.

"As women in the classroom, we still face the same old stereotypes, jealousies and discrimination," she said at the Organization for the Study of Communication, Language and Gender conference in Chicago in October 1997.

- A female TA with glowing student evaluations wondered if her looks might explain her popularity as a teacher, an idea planted by an obviously jealous older male professor.
- Goodnight overheard a grad student say, "I hear this is the right time to have Lisa on your committee. Ever since she had a baby, she's much easier."

Traditional images of what it means to be female—nurturing, physically attractive, maternal—influence how women teachers are seen by students, male colleagues and even themselves.

> *... it takes rigorous logical discipline to address the various biases of textbook writers, Nobel prize winners, teachers and students.*

Tensions in the classroom

Three major tensions affect women in the classroom:

1. Sexism. Female as well as male students and teachers bring cultural attitudes on gender, race and sexual orientation with them to the classroom. Girls receive less classroom attention than boys. Texts and lessons still use fewer female than male examples. Researchers find girls learn better in cooperative settings, boys in competitive settings, yet most classrooms are designed for competition.

2. Teaching style. "Traditional modes of teaching are essentially masculine," Goodnight said. Standard classroom procedure equates learning with memorizing, storing and regurgitating data. Professors talk and students take notes. Even in "discussion" sessions, professors pose questions to elicit from students the one right answer. There is little or no interaction where students can contribute original opinions or draw from their own experience.

Professors lecture with the voice of authority based on a familiarity with scholarly work in the field. Students have no active role; their job is passive absorption. Their emotions and personal histories are irrelevant to the rational, logical content the professor conveys.

3. Authority. Stereotypes of women do not carry authority. Traditionally women rarely spoke in public; the voice of authority was male. This puts women teachers in a double bind. If they behave in ways that command respect, they're considered unfeminine and cold. If they act feminine and warm, they don't command respect. Female as well as male students resent women who exercise authority, and they devalue those who don't. "We are forced to teach in a system in which we are viewed as either not credible or not feminine," she said. Plus, women care more than men about whether their students like them.

A feminist solution

Education that emphasizes cooperation, empowerment and change can resolve many of the contradictions women face in academe. Instead of simply passing on "the truth" to passive learners, the teacher inspires and guides students through the process of better understanding themselves and their world. Feminist teaching tries to empower students and teachers, value student experiences and emotions and create a dialog between student and teacher.

Empowerment means helping students find their own voice instead of mimicking the teacher's, and encouraging students to form opinions and take action. The common content of the curriculum looks different in the light of each individual's goals and values. Personal transformation results when students learn to value and express the meaning the material has for them.

Validation of personal experience and emotion recognizes there's no one truth. Reason and logic are essential but don't lead all intelligent people to the same conclusion. Ethnicity, class, gender and individual experience affect the lenses through which we see supposedly objective facts. Most traditional scholarly "truths" come filtered through affluent white male lenses.

Dialog between students and teacher dissolves the communication barriers of traditional teaching methods. Since no one knows everything, student and teacher both can contribute to the semester-long conversation. "The creation of new knowledge is inevitable," Goodnight said. Welcoming diversity of opinion establishes an atmosphere of mutual respect. Students get to know each other and form a supportive learning community.

Risks and rewards

Although authority in the classroom is no longer the teacher's monopoly in feminist teaching, the professor who shares authority with students does not give up her own. Her job is more challenging than ever: to facilitate self-examination, expression and change on the part of each student. She must establish an environment of trust and serious learning where students hear each other with respect.

This style of teaching is risky. Colleagues and students carrying old stereotypes may not take a feminist teacher seriously. Some may assume that anyone who validates emotions is intellectually fuzzy. On the contrary, it takes rigorous logical discipline to address the various biases of textbook writers, Nobel prize winners, teachers and students.

While some may say the feminist teacher is just mothering her students, she's actually facilitating a complex individual and group process aimed at positive learning that goes deeper than that in a traditional classroom. Some may demonize her as a feminist ideologue, but her approach validates more different perspectives than does traditional teaching. "I believe the risk is worth the end result," Goodnight said. ■

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Excellence, Not Visibility, Makes a Good Role Model

Our eagerness to empower women can lure us into the trap of seeing a role model in any women who has "succeeded." Women who imitate the rich and famous are sometimes bewildered when the same behavior by them only gets them into trouble. Not all the ways women get to the top are admirable.

"Too often we condone inappropriate behaviors just because they're women," Stephannie Tebow told women and men attending the National Conference on Applied Ethics in February/March 1997 sponsored by California State University-Long Beach. She is CEO of Pro-Tech College in Carbondale IL and author of *The Hillary Trap*.

Our strengths and weaknesses become all the more important when we teach or mentor other women.

Tebow named hotelier Leona Helmsley and First Lady Hillary Clinton as highly visible women who make poor role models. Promoting either as a role model suggests the most admirable path for a woman is marriage to an ambitious man.

Just as we're all capable of excellence, we're all at risk of inappropriate behavior. Our strengths and weaknesses become all the more important when we teach or mentor other women. "Of 30 students, probably at least five are watching you for clues," Tebow said. Women who become role models because of their status and gender have a responsibility to make sure the behavior they model is worthy.

Tebow has little patience with the argument that men act the same ways and get less blame for it. "As women, we sometimes justify our actions by saying, 'If a man did this we'd say he's aggressive, but when a woman does it we say she's a bitch.' From my perspective these things would be wrong if a man did them, too."

Know your motives

To make sure you model excellence is to understand what motivates you. Your strengths and weaknesses arise from the same drives. Tebow lists four leadership styles:

- *Power* motivates the *reds*. At their best, *reds* feel a responsibility to use their power to help the powerless. But they may ignore or trample others to get things done.
- *Connection* motivates the *blues*. Bonding readily, they want to save children, the trees and the universe. *Blues* won't let anything fall by the wayside. Their rigid insistence on "the right thing to do" can be both a strength and a weakness.
- *Peace* motivates the *whites*. They work to reduce the chaos. "*Whites* are probably the most objective. They take in all sides and assess before making a decision." The risk is that they'll sit on the fence too long, failing to take quick strong action when necessary.
- *Fun* motivates the *yellows*. These "bright leaders" jump from place to place, staying only as long as it's exciting. Full of adventure and good cheer, they're great for morale but don't expect them to stick around when things bog down.

Because American culture still raises boys to earn money and girls to raise children, women predominate among the *blue* nurturers and men among the *yellow* adventurers. Tebow says she sees roughly equal numbers of women and men among the *reds* and *whites*, though most women *reds* have a strong dose of *blue* mixed into their styles. She rarely sees that combination in men.

Each style generates both good and bad leaders. That's why it's risky to take your cues from visible people without understanding what motivates them or you.

Where do you compromise?

Consider an employee who has to be fired. He's had several verbal warnings but nothing in writing.

RED: *My mind's made up. He has to go. Procedurally it's a gray area so I have to make a call. Backdate some written warnings.*

BLUE: Never! He's entitled to his rights, no matter how long it takes. I can't deny what I believe.

WHITE: Bring him in for his first written warning and see what he has to say. After we've heard his side of the story, I'll decide what to do next.

YELLOW: Don't bother me about it. Get rid of the guy. Ethics is a pain.

"Hillary and I are *reds*," Tebow said. "We tend to storm the barn and take no prisoners. Once I'm aware of this, I can back up and listen to others. We *reds* really like great ideas, ideas we can use our power to implement."

When you're alert to your style and limitations, you can keep them from getting in the way of your strengths. Then you'll be able to use your power, principles, objectivity or spirit of adventure to greatest effect. "It's not your weaknesses that break you. It's what you fail to do with your strengths," she said.

The right way to model excellence

For years ethics was low on the list of sought-after or politically correct character traits, Tebow said. The crisis management mentality fed a sense that "anything goes." Women were too uncritical of other women's behavior, but finally a grassroots protest has begun to bring ethics back into fashion.

Tebow believes there's a right way and a wrong way for women to get ahead. Use your own strengths and limitations not visible women, to find a way based…

- *not* on ethical compromise,
- *not* on excuses based on gender,
- *not* on the coattails of famous men,
- *not* on an "old girls' network,"
- *not* on the "equality" of the lowest common denominator
- but on *excellence* and personal *performance*.

"Respect doesn't come out of equality, it comes out of excellence," she said. Women need the confidence to say *I'm intelligent. I'm good at what I do.*

There's a pressing need for such women to serve as mentors so younger women won't be left with only superstars as role models. "Women who have true performance excellence *and* the heart to mentor are few and far between." With excellence rather than visibility as the model, women will be a power to be reckoned with. ■

—SC

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How Women Say They'd Respond to Sexual Harassment

What would you do if a co-worker, pretending to help you with a computer problem, leans over and brushes his fingers against your breast? Suppose you install cable TV for a living and whenever you and your co-worker drive to a job he pretends to pull into a motel joking, "Let's see if they show X-rated movies"? Or a customer at a pizza parlor who comes in every Friday after work and regularly tries to catch your attention and then gestures about the size of his penis?

How would you respond to a boss who repeatedly propositions you during private weekly meetings? What if he offers you a better work schedule in return for sexual favors? Or promises to save your precarious job if you'll join him in his hotel room?

For all the talk about sexual harassment behavior and policy, there's been little study of how women actually respond. University of Cincinnati communication professor Cynthia Berryman-Fink and three undergrads asked 132 women what they'd do in the six scenarios above.

Women aren't homogeneous or predictable in their responses to sexual harassment, Berryman-Fink said at the Organization for the Study of Communication, Language and Gender meeting in Chicago in October. Each of the six scenarios elicited 10 or 15 quite different responses.

The women also reported if they'd been sexually harassed and whether they'd told anyone or reported the incident. "We were surprised by the negligible effect of prior experience of sexual harassment on their responses to the scenarios," she said. What most influenced responses was not the women's experiences but the nuances of the harassment scenario itself.

"Bitch!" he said.
"Doctor Bitch, to you,"
she retorted.

Strategic responses

"Women seem to be very strategic in figuring out what response would work in a situation," she said. Was the offender a boss or a co-worker? Was the harassment a first offense or habitual? Was it verbal or physical?

- **Co-worker or boss?** Not surprisingly, the women were more verbally assertive with co-workers than bosses. Many said they'd confront the guy at the computer or the cable TV installer by yelling, swearing, calling him names or telling him strongly to cut it out. Since bosses wield greater power, more women said they'd be friendly and polite. Similarly, students offended by a professor's classroom behavior often spread the word informally instead of taking more direct action.
- **First or repeat offense?** The two men most likely to be reported are the cable installer who pulls into every motel and the boss who propositions like a broken record. The women cut first-time offenders a little more slack, seeking a personal solution before involving anyone else.
- **Verbal or physical harassment?** The only scenario eliciting a physical response was the one with physical abuse. The women said they'd push, slap, hit, bite or pull away from the man who fingered a breast.

Top three: report, request or withdraw

The most frequent response to the scenarios was to report the offense internally: file a report or tell the boss, supervisor, human resources professional or union representative. Of 792 possible responses (132 respondents x 6 scenarios), 338 or nearly 43% involved internal reporting.

In real life, 58% of the women said they'd been harassed, 32% hadn't and 10% weren't sure. Of those harassed, 70% told someone about it but only 27% made a formal complaint. Most real-life harassment is more subtle and ambiguous than the blatant scenarios. Or, women think they'd report problems more often than they actually do.

Women with more than a year of work experience were much more likely than students to say they'd report a co-worker for sexual harassment. The cable TV installer faced internal reporting by 70% of the experienced workers but only 58% of the students. The guy who brushed a breast would have been reported by 41% of the workers but only 29% of the students. With bosses the difference shrank or disappeared. Possibly a woman who'd spent time in the world of work felt more comfortable with the reporting process but had less confidence in the power of her word against her supervisor's.

Cynthia Berryman-Fink

Tied for second place were the non-assertive requests (asking nicely, pleading, hinting or saying no nonverbally) and removing oneself from the situation by walking away, hanging up, quitting or requesting a transfer. These responses suggest women's socialization not to confront and a lack of confidence in internal channels of redress.

Using humor and clarification

"Bitch!" he said. "*Doctor* Bitch, to you," she retorted.

Humor can make the point without escalating an argument. With the offensive pizza customer, ignoring him was the first choice. Next was sarcastic humor to belittle him in front of his buddies:

"If you have to point to it, it must really be small."

"I've seen bigger things than that on fishhooks."

Few women in the survey identified sexual harassment by name. It's possible to combine humor with naming the behavior. "Oh, that's great! I'm writing a paper on sexual harassment and that's a beautiful example! Would you mind repeating what you just said?"

Asking the speaker to clarify an ambiguous remark can give him the benefit of the doubt, or save face all around. To the boss who phoned from one hotel room to another during a business trip to say, "If you come down to my room, I'll find some way to save your job," many women said they'd request clarification. Maybe he really did just contemplate a working session. Or maybe he'll welcome the chance to explain away his original intentions.

–SC

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Do Your Homework Before Doing Campus Construction

When the College of Our Lady of the Elms in Chicopee MA hired Susan Langlois to start a physical education program in 1980, the gym was in a basement that looked more like a dungeon. By 1991, Elms College had six intercollegiate teams, so trustees finally gave the nod for a new athletics facility. "For the next six years we were living in a war zone," Langlois recalled.

The construction process is much the same whether it's for PE, fine arts, lab science or student life, Langlois told those attending the National Association of Collegiate Women Athletics Administrators (NACWAA) meeting in Denver in October. To help women get a handle on a traditionally male-dominated field, she shared what she'd learned about how to build a "no-regrets facility."

Susan Langlois

Keep yourself in the loop

Many things can trigger facility construction: curriculum changes, accreditor demands, donor initiatives, fires or floods. Ideally, what *should* drive the project is the mission of the school and of the department, user needs, donor concerns and the constraints of ongoing costs. If you just stand back and leave the construction to the pros, you're likely to get a project that's driven by special interests. "It's buyer beware," Langlois said.

Learn the construction process and stay with it every step of the way, Langlois advised. She had a head start: an architect brother and a father in construction, plus a graduate course in athletic facilities. And she wasn't afraid to ask questions. "I ended up being chair of the building committee because I was relentless," she said.

Being a woman probably helped her, she said, because the architect could share information without feeling threatened or competitive: "My attitude made it fun."

Involve everyone affected

"Build consensus among all the key players," Langlois said, to prevent design errors and build a broad ownership that will pay off in years to come.

- *Primary users.* Consult athletic directors, coaches, PE instructors and student athletes about each sport and the different requirements of PE classes, intramural and intercollegiate sports and recreational use.
- *Maintenance and physical plant.* Maintenance or repairs on the finished facility can be costly. Give the maintenance pros a chance to foresee and forestall such problems.
- *Administration.* Central administrators need input on image, access and fund raising, in harmony with the rest of the campus and the program's role in the university.
- *The larger campus community.* Besides being potential occasional users, students and faculty in other departments have to at least walk or drive around your facility.
- *The surrounding community.* Campus construction affects the neighbors. People care when trees are cut down. They're bothered by noise, lights, traffic and parking in front of their homes. Include them in the process.

Big needs, small budget

Few projects can afford to meet every foreseeable need. With community input, draw up a wish list and prioritize it in light of the master plan, the strategic plan and your program's role in the university. ADs need a clear vision of how PE supports the overall school program.

Not everything on the wish list will come to pass. Stand firm on real needs. Architects and alumni tend to concentrate on visible areas like a gym or concert hall but skimp on spaces behind the scenes. Without enough storage space, it's hard to keep the public areas looking good.

Elms College cut costs by scaling the facility down from two new gyms to one, planning to still use the old "dungeon." The plan backfired when a new president belatedly decided to convert the old gym to an art gallery.

Big savings resulted from a change in the design delivery system. Langlois interviewed architects for the traditional *design-bid-build* process: hire an architect to design for your needs, solicit bids and redesign if the lowest bid is too high. They all said the budget was too small to include a swimming pool. By switching to a *design-build* delivery system, where the college contracted with a builder and the builder hired the architect, she saved the pool and cut the total cost by about 20%.

12 Steps to a No-Regrets Facility

Knowledge is power. To get a facility you won't regret by the time it's finished, you need to know the process:

1. Master plan. Plan any new building in the context of a campus-wide master plan, showing the future physical layout of the campus and the timetable, and costs of getting there. Parking lots, traffic patterns, utilities, drainage systems and landscaping affect more than a single building. Consider land, zoning, demographic trends, traffic patterns, security, sacred areas and more. Hire a master planner or consultant, or appoint an internal committee to develop a master plan.

2. Building committee. Your most important influence on the project may be convincing your administration to appoint a building committee. It should represent all the key players and groups likely to be affected by the building. Since it can't include everyone, Langlois and her committee members each communicated with particular constituencies through focus groups. She met with PE students and faculty. The director of development met with alumni. Be creative.

3. Case statement. Long before the first shovel touches the ground, the school needs a preliminary analysis of facility needs, preliminary cost, funding available, estimated energy and maintenance costs and preliminary site ideas.

Looking for a Win-Win Solution

As Agnes Scott College GA grows, leaders propose building a 540-car parking deck on campus. Neighbors want to preserve the old homes that would be razed for its construction. Seeking a solution to the standoff, each side of the controversy has offered a $250 prize to students who suggest the best ideas on how to meet the needs of both the college and the neighbors, according to *The Atlanta Journal-Constitution* on November 3, 1997.

Often the school hires a consultant to do this analysis. Think beyond the obvious. Will the facility be used for any other campus or community activities like commencement, plays or conventions? Will use be seasonal? Can several activities share a space?

4. Delivery system professional. Langlois and her committee interviewed more than 50 architects. "It was the height of the 1991 recession and they were hungry for work," she said. In the end a former trustee whose plan was ranked last on the list, and who had hooked up with a construction firm run by someone he knew, got the job. Politics aside, choose on the basis of experience, interpretation, preliminary ideas, references, location and fees. To choose your delivery system, consider:

- *Design-bid-build.* Start with an architect if the facilities need very specialized design or if you want the building to win awards for architectural significance.
- *Design-build.* Let the contractor hire the architect if the facility has few nuances and the budget is tight.
- *Construction manager.* For a large project with intricate site and engineering considerations, have the general contractor advise and coordinate the project from the start.
- *Partnering.* With adequate time and a commitment to teamwork, build trust among the owner and the design and construction professionals through a several-day retreat. It's always wise to hire a consultant or *clerk of the works* to be the owner's advocate, especially with *design-build* projects where the contractor hires the architect.

5. Collaboration on preliminary design. The building committee and the delivery system professional work together to outline finances, timing and preliminary design. Start early to look at constraints like technology, climate and codes for safety and access by people with disabilities.

6. Schematic drawings. The architect works with the owner to start laying out particulars, sometimes several drafts.

7. Working drawings and project estimate. These have enough detail to let the architect give the owner a project cost estimate, with the help of an estimating consultant.

8. Contract drawings. Now it's time for the nitty gritty: outlets, finishes, doorways, windows, permanent fixtures, heating, ventilation and air conditioning. All the details are necessary before getting building inspector approval or putting the contracts out for bid. Learn to read blueprints or you're at their mercy.

9. Building inspection. The building inspector must approve the contract drawings before they go out for bid.

10. Bidding and selection of contractor. Allow time for this process if you *design-bid-build*.

11. Building. Construction begins under the direction of the architect, the clerk of the works and the owner.

12. Final inspection. Final steps include building inspection, certificate of occupancy, punchlist of incomplete details like a back-ordered fixture, "as-builds" to match the drawings to the building down to the last circuit breaker and plans for final payments.

13. After the last step. Perfect planning can't be a guarantee against surprises. First came the conversion of the old gym to an art gallery. Then in 1997 the trustees voted to admit men! The facility was just designed for women's sports. "Hindsight's 20/20. Had I had a crystal ball . . . But we didn't have the money to build anything more even if we'd known," Langlois said. She has no regrets. ■

—SC

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Barbie's 1997 Letter to Santa

Dear Santa:

I've been helping you out every year, playing at being the perfect Christmas present, wearing skimpy bathing suits in frigid weather, and drowning in fake tea from one too many tea parties. I hate to break it to ya Santa, but IT'S DEFINITELY PAYBACK TIME! There'd better be some changes around here by next Christmas, or I'm gonna call for a nationwide meltdown — and trust me, you won't wanna be around to smell it. So here's my holiday wish list for 1997:

1. A nice, comfy pair of sweat pants and a frumpy, oversized sweatshirt. I'm sick of looking like a hooker. How much smaller are these bathing suits gonna get? Do you have any idea what it feels like to have nylon and Velcro crawling up your butt?

2. Real underwear that can be pulled on and off. Preferably white. What bonehead at Mattel decided to cheap out and MOLD imitation underwear to my skin? It looks like cellulite!

3. A REAL man... maybe GI Joe. I'd even take Tickle-Me Elmo over that wimped-out excuse for a boyfriend Ken. And what's with that earring anyway? If I'm gonna have to suffer with him, at least make him (and me) anatomically correct.

4. Arms that actually bend so I can push the aforementioned Ken-wimp away once he is anatomically correct.

5. Breast reduction surgery. I don't care whose arm you have to twist— just get it done.

6. A jogging bra. To wear until I get the surgery.

7. A new career. Pet doctor and school teacher just don't cut it. How about a systems analyst? Or better yet, an advertising account exec or college administrator?

8. A new, more '90s persona. Maybe "PMS Barbie," complete with a miniature container of chocolate chip cookie dough ice cream and a bag of chips; "Animal Rights Barbie," with my very own paint gun, outfitted with a fake fur coat and handcuffs; or "Stop Smoking Barbie," sporting a removable Nicotrol patch and equipped with several packs of gum.

9. No more McDonald's endorsements. The grease is wrecking my vinyl.

10. Mattel stock options. It's been 37 years; I think I deserve it.

OK, Santa, that's it. Considering my valuable contribution to society, I don't think these requests are out of line. If you disagree, you can find yourself a new bimbo doll for next Christmas. It's that simple.

Yours truly,

Barbie

From e-mail forwarded to *WIHE*. Author is unfortunately anonymous, but we'd love to have her as a contributor!

Secretaries 'Bitch' Because They Care

Conventional wisdom says bitching is petty, counterproductive and of course female. Patty Sotirin thinks there's more to it. Once a secretary, she's now assistant professor of communication at Michigan Technological University. She discussed her study of secretarial bitching at the Organization for the Study of Communication, Language and Gender annual conference in Chicago in October.

"I think bitching is a rich communicative practice. We've tended to ignore it because it seems so mundane," she said. It's filled with contradictory dynamics, forging emotional links while wallowing in hostility and opening new possibilities while reinforcing the status quo. Out of bitching can come new ideas.

Describing a certain style of conversation as *bitching* invokes a negative image of women, since about 98% of secretaries are women. It's standard practice for secretaries to tell each other about troubles, large and small. "Calling it bitching is a way of demeaning this particular practice," Sotirin noted.

Secretaries reclaim the term when they get together after work for a *bitch session*. Women's consciousness raising groups of the 1970s were bitch sessions under another name. "Bitching was a political strategy," Sotirin said.

Bitching about a situation instead of doing anything about it can be a way of accepting the constraints of a feminized, subservient status.

Pathos in bitching

Pathos means *suffering*; *sympathy* and *empathy* mean *suffering with*. Bitching is an emotional activity that blends antagonism with the pleasure of human connection.

Unlike gossip, which is about others, bitching always has the speaker as a central character. Women who bitch recount personal experiences of injustice or transgression where they felt hurt, devalued, disrespected or violated. This is why seemingly trivial incidents arouse such anger and pain. We bitch because we care. We bitch about trivia because it involves our self-esteem.

A secretary who works for a boss one-to-one bitches about her boss. Secretaries who work in a group bitch about each other. The incidents are recent and close at hand. Emotions still rankle. Bitching brings catharsis and release.

Sotirin spoke of a secretary who tried to stall when a new manager asked to see his relocation papers in the presence of a client. She considered the request unprofessional; the papers were none of the client's business. When he insisted, he learned his boss had reversed the company's offer to reimburse him $6,000 in moving expenses. He exploded at the secretary.

She felt triply abused: she'd been forced to act unprofessionally, she'd received a verbal lashing for something not her fault and she'd been humiliated in front of a client. The other secretaries reassured her that she'd behaved appropriately and the situation was not her fault.

Emotional connections rest on a sense of knowing how the other person feels. Secretaries are often isolated in their jobs, especially when each works for a different boss. By listening to each other bitch, they say they care about each other. Bitching builds bonds and continually reinforces them.

Ambivalence

Bitching about a situation instead of doing anything about it can be a way of accepting the constraints of a feminized, subservient status. "Or it can be a way of looking toward emancipating ourselves from those constraints. When secretaries bitch, one thing I listen for is whether they entertain any other possibilities," Sotirin said.

A secretary who bitches about having to make coffee accommodates the current state of affairs if she sees no way out; coffee-making is part of her job, no matter how much she dislikes it. But to the extent that she bitches because making coffee devalues her skills, she's affirming a self-image different from how she's treated. Even voicing a sense of helplessness can carry the seeds of resistance.

It's usually subtle. The very act of complaining is doing *something*. "How do jobs change? One way is by talking together and considering other possibilities," Sotirin said.

Whining about not being treated as a professional means envisioning oneself as professional. A secretary who complains of not being allowed to take computer courses is affirming her self-image as a knowledge worker.

Sotirin told of secretaries who disagreed over using a non-standard script font to print a document that circulated only among themselves. One said choosing a font was her only chance to be creative. Some complained that the swirling script was unprofessional and hard to read, while others laughed at those who considered the choice of font a big deal. Their bitching explored the boundaries of creativity and professionalism.

Affiliation

Bitching creates informal support groups that shift from issue to issue. The secretaries who quarrel over a printing font may see eye to eye on making coffee.

The lines of affiliation are relatively fluid. The person who listened so supportively yesterday may bitch about you behind your back today. The lines are too ephemeral to mount a movement for change. On the other hand, the shifting emotional connections hold out the possibility of new kinds of alliances across lines of age and experience.

When the managers in an auto factory ordered everyone to work an additional shift, male workers were delighted at the prospect of overtime pay. Female workers worried about their families. They bitched to each other for emotional support. Out of the bitching came a collective decision to refuse to work overtime.

Results are rarely that dramatic, and *solidarity* might be too strong a term. But a bitch session can build connections and open up alternatives. Picturing different possibilities is part of the path to a different future.

—SC

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Bible-Belt Students Criticize Gender Course

When William Wardrope suggested his department at the University of Central Oklahoma offer an intersession course on gender communications, he had no idea what he was getting into. At first the 10-day course attracted more students than he predicted. Then it drew more criticism than he ever expected, mostly from commuter students who grew up in this heartland Bible belt.

While up for tenure in the communication department, Wardrope was asked to serve on a curriculum review committee. In August of 1996 he proposed the department initially offer the course to a class of about 30 students. "Then enrollment started to balloon," he reported. Together he and a new faculty member taught 64 students in the January intersession, turning away a dozen more.

Lesbian and gay issues cause complaints

They discussed communications issues between the genders and basics of feminine scholarship and feminist movements. The objections came after a discussion of gay and lesbian issues. Although the syllabus posted on his office door several month earlier mentioned gay and lesbian issues, most students expected a more popular approach like *Men Are From Mars, Women Are From Venus*.

The controversy clearly indicated the need for the course.

"I suspected there would be some awkwardness with some of the topics, but I was not prepared for the intensity of some of the objections," he said. "I assumed that everyone would be open-minded enough to agree to disagree. But a core of students were unwilling to entertain anything that didn't fit their personal paradigms, and they were very vocal about it."

Students didn't just complain to Wardrope. They wrote to the chancellor, went to the dean, and published criticism in the campus newspaper. Their theme: "I don't want to sit and listen to that. I don't need to know that." Told that this is the experience of other people whom you need to live and work with, their response was: "They're wrong and it's a sin."

Religious ideas were the basis for 90% of the complaints, Wardrope reported. "Most of the churches in this area preach that homosexuality is an abomination. My philosophy is that it's part of our society, and you need to know about this," he said. Most complaints came from male students. In fact, "I can't remember any female students complaining, and the class was about equally divided between the sexes." The whole experience was a culture shock for him. "I had anticipated some reservations but was not prepared for the extent of it," he said.

Victories: tenure, a second course and a minor

- Despite the conflict, Wardrope's effort has been successful. Being up for tenure during the controversy added to his stress. "I was nervous at the time," he said. His chair and dean defended him, and he got tenure.
- **The communication** department created another course covering male-female communication in the workplace, which takes a less critical approach to gender studies. "It deals with some of the same concepts but the applications are different," he explained. The class spends more time with sexual harassment, communication barriers between men and women, and takes a business focus.

It's an evening course of older, more nontraditional students. "These students are more open and more able to handle disagreement," Wardrope observed. For instance, in this class a black student said the worst thing anyone could accuse him of was being gay. "We talked about that. What could have been a heated issue didn't become one," Wardrope said. "We talked about stereotypes and probably changed some thinking."

- "Our college is initiating an interdisciplinary gender studies minor," he reported. And the intersession course likely will be taught at least once a year as a semester-length core course in the new minor. This is quite an accomplishment for a Bible-belt institution. His nationwide survey of 144 four-year schools showed only 44% offer or plan courses in gender communication.

Looking back, Wardrope sees an even greater need for gender communications courses than when he proposed the class. "It needs to be in the curriculum. The controversy clearly indicated the need for the course."

He's learned from his experiences. "I know more now about gender studies than when I first taught the course," he said. "I learned as much as the students, not about the material but how to present it. You have to introduce this to people if there's resistance. Many students didn't give it much thought that little boys are given toy guns and little girls are given dolls. You can't take much for granted."

Careful planning is crucial to the success of such courses. "See where the course fits into the departmental curriculum and into the university," Wardrope advised. "There are so many different ways it can be handled," he added. "Look at what the students need."

For instance, the first course took a more critical approach, dealing with feminism in society. The evening course is "more positivist" and uses a social science research approach to gender communications. Most textbooks choose one or the other approach, so Wardrope studied the various texts available and chose the one most appropriate for each class.

Despite the planning required and its potential for controversy, Wardrope's advice to others wanting to develop a gender studies course is simple: "Don't give up on it." The information needs to be disseminated, and many students want to learn this material.

One of Wardrope's initial concerns in teaching the class was "my being a male might be a cause of resentment on the part of the female students, but I've seen no indication of it. In class I make clear that I don't purport to tell a female what her experience is, but that if we're true scholars, then we're there to learn from each other."

—DG

Wardrope presented at the October meeting of the Organization for the Study of Communication, Language and Gender in Chicago. Reach him at (405) 341-2980, ext. 5584.

Part II

We All Carry the Torches for Women on Campus

On this journey to advance women in higher education, the terrain we're now passing through differs from that of a quarter century ago. The road is still steep and the signposts less clearly marked, but there are more of us on the road together, to help with map-reading and to support each other over treacherous crossings.

That's the consensus among three women leaders charged with helping carry the torch for women in higher education. Each shared her perspective on current issues and offered ideas on how to address them.

For this sequel to last month's "Who Will Carry the Torches in the New Century?" WIHE interviewed Lynn Gangone of the National Association for Women in Education (NAWE), Nancy Schwede of the National Institute for Leadership Development (NILD), and Judith Touchton of the American Council on Education (ACE) Office of Women in Higher Education.

"We think we've come a long way, but we haven't finished yet," Nancy Schwede said. "Sometimes when you don't know where you started, you don't know how far along you've come."

This doublethink represents a key challenge for women leaders today: How to communicate the need for continued advocacy while celebrating past successes? How to keep people motivated without falling into the trap of complacency on the one hand or discouragement on the other?

Gangoine @ NAWE

"We need to articulate that we've made incredible progress, but there's still a great need to address remaining issues of inequity. It's a real challenge," Lynn Gangone said. "Many of us want to believe we've achieved equity. But challenges such as pay equity, affirmative action, and continued access to senior level positions have not been solved. For instance, only 13% of CFOs are women. We don't want to be reminded of statistics that make the effort seem a lot tougher."

This dichotomy is also evident to ACE's Judy Touchton. "I'm concerned that because women have done relatively well in the last decade, we may become complacent," she said. Some men are even saying there's no longer a need to make efforts to get women in leadership.

"We're now represented at the table, but we're not yet a critical mass," Touchton said. "When there are only one or two senior women leaders in a school, certain important values are not brought up often enough." It's not possible to bounce ideas off other women in the group, and in a meeting "it's a challenge to make points clearly or even get them in at all when the entire group is male."

Another issue is harassment, still being defined in society and on campus. Touchton advocates balancing the many "micro inequities" that women experience each day with "micro positives." The term "micro inequities" refers to women experiencing behaviors such as sexist jokes or flirting that, taken individually, seem trivial. But over time, their impact adds up, like dots on a scatter diagram demonstrating a trend, or bars on a cage.

Micro positives are the reverse of micro inequities, building up women and their abilities. "There's too much criticism and not enough coaching in the society, in higher education and in journalism," Touchton said. "We need to look at what's good and build on it."

Stepping up to the plate

Touchton, Gangone and Schwede note other concerns:

- **Backlash.** Schwede senses a backlash by some males who resent women taking leadership positions that they consider are rightfully theirs. "After years of accommodating women, their anger is bubbling out," she said.

Schwede @ NILD

As a result, they are refusing to grant women the "rights of title they deserve." Many women "will have to continue in the positions they're in currently," Schwede said. "Women believe they can do more and they'll be proven worthy. But the higher the title, the more likely that they're exhausted. They've taken on all these responsibilities because they believe if they work harder, they'll do better." This is not necessarily true, especially when others feel threatened.

- **Balance.** Some women who attend NILD institutes come to "understand they need to be a whole person, and sometimes the price of leadership isn't worth it," Schwede said. Where this is the case, the cause is often "the mentality of the community, the politics and the environment they find themselves in."
- **Leadership programs**. There's a continuing need to build self esteem. There's a need for organizations to understand "the person is at the center of the workplace. Our hierarchical systems don't work anymore, and society hasn't yet come up with an effective solution, though women have: taking care of fellow workers," Schwede said.

Touchton @ ACE

- **Nuts and bolts**. There's still "a need to continue to identify the how-to's," Gangone pointed out. "Women are asking how to make themselves more visible on campus so they can advance. What tools do I need? How can I work to transform my school as a collaborative leader? "
- **Media and technology.** It's important for women to "step up and step out to wider arenas and share what they value and feel, so that all these things become part of the dominant culture," Touchton said. Technology like the World Wide Web enables people with shared views and values to be more connected, which generates and maintains energy, and mobilizes action.
- **Gender partnerships**. "It's really time for women and men to learn together," Touchton observed. Each gender needs to learn the other's styles, which is easy to say, but harder to do, so they can work together better. Schwede's NILD has offered gender team workshops with female and male leaders from a school attending together.
- **Communication between generations**. Older generations need to stay tuned to the needs and styles of younger ones, being sure messages encourage them to be

whatever they want to be, Schwede advised.

Not just a job, a mission

Gangone wants a different future for tomorrow's women. She tells of a 13-year-old girl softball player who recently testified before the U.S. House of Representatives, describing "scoreboards and fields that weren't being taken care of and batting helmets that didn't fit right," Gangone explained. "My goal is that every girl has the same opportunity at every level that every boy has."

Schwede described her goal as helping people understand who they are and encouraging them to "go ahead and take hold of life and live it. We all have to go forward and there's only one person who can do that — you." This requires a strong identity, good communication skills and knowledge of their workplace skills.

Touchton hopes for "a nation in which our leadership looks like our citizens in terms of races, ethnicity, ideas, and values, and in which dealing with differences is simply an everyday, low-key challenge."

One way is by taking advantage of chances to influence presidential searches. Touchton often hears, "This place is just not ready for a woman or a person of color." Her response is that it will be time only when a board decides it's time to look at all talented individuals, "whether or not they look like us."

Gangone agrees. "Leaders have incredible influence in the nominations area," noting she gets calls asking her to identify women candidates for jobs. "Women need to affirm themselves by saying, 'I'm looking and I want you to think of me when this type of position becomes available.'"

Associations like NAWE also bring women together to discuss the how-to's, create the broad understanding and the synergy that's a big part of how we take those steps, Gangone said. Critical factors are advancing together, seeing the big picture and helping women at early stages.

Gangone told of an African-American woman who spoke of her trepidation in attending a leadership institute. "She hadn't expected to see women who looked like her. But once there, she saw the diversity that exists in our world of higher education, a validating, positive experience. That was affirmative action, the ability to reflect who we are," she said. ■

—DG

Athletes: When All Else Fails, Sue the Bozos

With about 95% of the 1,867 college and university athletics programs not in compliance with gender equity requirements of Title IX, why do some escape retribution while others find themselves in court?

Two women athletes who sought justice in court say it's a combination of circumstances, objectives and a subjective quality best described as R-E-S-P-E-C-T. When athletes feel deceived, shortchanged and cheated, they're heading for court.

Brown University

Amy Cohen, plaintiff of record in the highly publicized *Cohen Vs Brown University*, said it came down to necessity. Back in 1991, Brown University decided to save 3% of its athletics budget ($75,000) by cutting teams including women's volleyball and gymnastics. Brown said the teams could continue only if self-funded.

"We sold T-shirts and candy, did backflips on campus, wrote to other schools and alumni, and worked hard to raise enough money to come back," explained Cohen, then a sophomore on the gymnastics team that had just won the Ivy League.

But Brown reneged on its promise. "We were physically locked out of our locker room, trainers refused to treat us, we were denied access to dorm rooms to compete over winter break, and weren't allowed to compete on weekends."

Snookered, hurt and desperate, Cohen and teammates decided to compete for the chance to compete. "Brown's rejection of support for us ultimately led us to file the lawsuit."

They contacted Trial Lawyers for Public Justice to learn how to file a complaint with the Office of Civil Rights. Arthur Bryant advised them to forget the OCR and accept his offer to sue Brown, saying 90% of cases are settled out of court.

"It was more a matter of necessity than inner conviction," Cohen said. "We certainly didn't expect it to be a national case." But Brown refused to settle, eventually spending well over $1 million only to have the Supreme Court refuse to hear its appeal.

University of Minnesota-Duluth

To Julie Grandson, a former soccer player at the University of Minnesota-Duluth, it's fairness. In February 1997, Grandson sued the University of Minnesota for violating gender equity laws by spending 78% of athletic department funds on men, including 82% of scholarship funds.

"I'm tired of the way women are treated in every aspect of society," she told *WIHE*. "This is my small way to do something about it. I pay the same tuition as men at UM-D. I work just as hard and I'm just as good a soccer player as men are. It's not fair that I don't get the same benefits."

Grandson decided to sue after hearing University of Iowa women's AD Christine Grant discuss Title IX, the federal law that requires gender equity in federally funded education, and taking some time to herself to think about it.

"I thought about the sacrifices both my parents and I have made over the years," Grandson said. "I thought, I can sit here and do nothing. Or I can not worry about what others think, and do what I think is right." Grandson credits her education with opening her eyes. "Taking college classes has opened me to so many opportunities to see how society has treated women. We have progressed, but there are so many more possibilities."

A soccer player since age four, she rejected other scholarship offers to attend Duluth, where family and friends could see her play. The school promised to elevate its club team to varsity.

Promises became lies when Grandson discovered the team was varsity in name only. "That first year was terrible, pathetic, disorganized. The team had no goals, nets, shoes, balls, shinpads or even uniforms," her father, John Grandson recalled. The next year the coach asked him to help raise funds, but refused to provide lists of previous UMD athletics donors. The third year, Julie Grandson quit soccer. "It just wasn't worth it to me."

On December 5, Judge Paul Magnuson decides whether a federal jury will hear the case, or whether to dismiss it as UMD seeks. "We have the law and the facts on our side," explained the senior Grandson. His only fear is the "good old boys'" network: UMD Vice Chancellor Greg Fox has been spotted having dinners with a retired judge who is a friend of Judge Magnuson. Stay tuned... ■

Living Your Life on Purpose

By Emily R. Ward, doctoral student in higher education
Indiana University

Your life is like a train racing at 100 miles an hour. Although you'd like to make big changes, it's very difficult to slow down enough to make them. Rather than trying to re-build your whole life at 100 miles an hour, consider small changes you can make right now.

Start the process by striving to live on purpose. While we tend to define our purpose in life as how we spend our time, which is usually our profession, it doesn't always indicate whether we're living on purpose. If we're honest, our lifestyle may actually follow the path of least resistance. Society nudges us along a pre-determined track: go to school, enter the work force, establish a home, then move toward exiting the work force, all in sequence.

Conditioned to keep up an urgent pace that stresses performance and discourages reflection, we organize our daily lives with great precision, never asking whether our activities reinforce our values. We get so caught up with what we have to do, what others expect and need from us, that we don't make our own vision a priority. We've lost sense of what we want, at heart, to be about.

What's your personal mission?

How can we reconnect to those values and reacquaint ourselves with what we want to be about? In this era of strategic planning and statements of vision, mission and values, how many of us have made the leap to articulating our own personal mission statement?

Personal strategic planning can help discover: who you want to be, what you stand for, where you want to go, and how to get there. Most important, it can help you make decisions, in essence reclaiming what you value.

It takes time — very private time — to talk with yourself about your purpose, your core reason for existing, who you want to be and what you stand for. Although this introspection may produce a self image different from who you are now, you'll have created a goal: becoming who you want to be, and seeing how close that is to who you are now. This is incredibly important!

If we simply accept the responsibility and power of the gift of choice, we can alter our world.

Every day we're required to make many decisions that tell others who we are and what we value. We're judged by our actions, because that's all anyone outside our bodies and minds can interpret. How similar is the image you communicate to the person you want to be?

How to stay on track

As we try to survive, it's so easy to lose track of who we want to be. What mega force sidetracks us from our purpose? Life. In *The Warrior Athlete*, Dan Millman offers four principles from nature to help us function with more purpose:

- **The principle of nonresistance.** There are four ways to deal with the forces of life: *surrender* to them fatalistically; *ignore* them and in ignorance make mistakes; *resist* and create turmoil; or *use* the forces of life and blend with nature. A nonresistor chooses the last one, seeing challenge and opposition as a teacher who reveals her weaknesses and helps her improve.
- **The principle of accommodation**. You decide what you demand of your body, mind and spirit. Your level of development is proportional to the demand. If your goal is to live reflecting what you value and who you want to be, you challenge yourself to reach outside your comfort zone. If the demand is too sudden, it won't happen. It must be a gradual but persistent effort.

Unfortunately most of us don't trust the law of accommodation. We're always wondering: Can I be any good at this? Will I accomplish my goals? Can I really be who I want to be? These questions weaken our motivation. We should trust the natural law like we trust our own mental noise.

Emily R. Ward

- **The principle of balance.** When we apply balance to how we live, we become immune to impatience and frustration. We recognize that for every "up" cycle there will be a "down" cycle. Some days we feel connected to our sense of purpose, and other days we don't. But as we accept and ride these cycles, they actually begin to balance themselves.
- **The principle of natural order.** Ignoring the law of natural order, we're always in a hurry, setting arbitrary time goals we rush to meet. Although goals are important, rigid time goals are unrealistic because we can't foresee the future. We can set the direction of our progress but not the pace, since many twists and changes can occur in life.

It's your choice

At the core of living on purpose is making the choice to take responsibility for yourself. In every situation, ask "How did I create that for myself?" When you recognize you create your own reality, you can start creating what you want, a very powerful realization! At the same time, you create your own value, enjoyment and fulfillment. For example, you can read this and get no value at all from it, while another can gain incredible insights. Whatever is on the page is on the page. What you do with it is your choice!

To paraphrase John Steinbeck in *East of Eden*: *Choice* might be the most important word in the world. *Choice* says the way is open. If we "choose to" we can also "choose not to." *Choice* is what makes us great and gives us stature with the gods, for even in our weakness and our worst sin, we still have *choice*.

Life is all about making choices. If we simply accept the responsibility and power of the gift of choice, we can alter our world. "It is not because things are difficult that we do not dare. It is because we do not dare that they are difficult." ■

Emily R. Ward presented at the National Association of Collegiate Women Athletics Administrators (NACWAA) annual conference in Denver in October. Contact her at (812) 323-8370, Fax (812) 323-8371 or e-mail: emiward@indiana.edu

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Can Universities Become Moral Communities?

When Norma Melone became dean of language arts at Foothill College CA this fall, she remodeled her office to make it more inviting. It's lighter and brighter. Walls are lined with books for visitors to browse and borrow. A low table and chairs provide a place to chat. When visitors enter, the dean comes out from behind her desk to greet them. It's making a difference. "People come in now."

Physical and organizational "shape" can sustain or sap a community. Social systems have collapsed under structures that promote internal competition, negativity and insulation. Similar structures leave universities demoralized. "I've known graduate students who felt the love of learning and mutual respect were history," she said. They need different shapes to nurture a community of learning.

Models for a moral community

Women and men who decide to work together for the common good organize their lives around that goal. Specific values vary from group to group, but similar structures support them all in an environment where members can grow in mind and spirit. Melone sees moral models in the convents and monasteries of medieval Europe and in Buddhist communities. Their designs include:

- **Special names and position titles** within the group.
- **Specific behaviors and duties** defined at the outset.
- **Rewards and recognition** for performance in each role.
- **Rotation of positions** of authority.
- **Rotation of menial labor**, with tasks shared.
- **Formality and civility** of communication.
- **Input and feedback** from members at various ranks.
- **Relief from duties** for illness or personal emergencies.

Early U.S. universities expected faculty and students to live out shared goals and values. No role was passive. Members of the University of Pennsylvania, a "holy experiment" founded by Quaker William Penn, varied in religious and secular philosophies but shared a commitment to the quest for knowledge and the improvement of society. In Penn's words, the university's mission was to give people *"an understanding of themselves, of the world they are born into, how to be useful to themselves and others, and how to save and help, and not to injure or destroy."*

In our culture more women than men have the flexibility to throw the rule book out the window and engage in dialog to see what will emerge.

Many schools fall short of this worthy goal because of structures buttressed by American male culture. "Penn and Assisi didn't fit the traditional male warrior role," Melone said. The communities they designed offer a better model. A university can rise to intellectual and ethical leadership when women and men commit to planning their working lives together and sharing their discoveries, insights, time and resources.

What universities can learn

It would be a mistake to dismiss old models just because they served more homogeneous communities. The complexity of modern universities only heightens the need for patterns of truth-telling, respectful communication, assignment of responsibilities and duties and acceptance of leadership and service positions.

The shapes that support community, integrity and ethical accountability are the same regardless of the group's specific values. Images of university membership and curriculum are in moral transition at schools established by and for affluent, able-bodied white males. Today's hot issues include changing definitions of fairness, respect for property and appropriate sexual expression. Debate and change can occur most constructively if structures promote sisterhood and brotherhood among members:

Norma Melone

SHARING. "Anything that rewards sharing behavior rather than hoarding behavior will help," Melone said. Community colleges do better than four-year institutions; they depend less on grants to individuals and generally distribute funds evenly. Within a single university some programs or departments may work on a sisterhood/brotherhood model, while others spur internal competition that pits one member against another.

CIVIL COMMUNICATION. A moral community has no place for crude or incendiary speech. Good manners promote the free exchange of opinion by creating a safe environment to express unpopular views. "It can begin with leadership. The dean can value every faculty member and treat them all with respect." Within an environment of respect, every question or opinion is welcome.

GROUP INVOLVEMENT IN DECISIONS. Decisions in moral communities often rest with one person but rarely come as a surprise, because there's been consultation and feedback. Leaders should invite discussion of controversial issues like tenure or fairness. As communities become more complex and diverse, group involvement in decisions becomes more important because no one person can foresee all the possible results.

FRIENDSHIP AND HOSPITALITY. These ancient ethical concepts can restore the trust that allows education to flourish. Ways of interacting are replacing behavioral codes as a basis for ethical life. In our culture more women than men have the flexibility to throw the rule book out the window and engage in dialog to see what will emerge. "You go out without absolutes but with good will. It takes tremendous courage to do that," Melone says.

In that spirit she moved to Foothill College without plans. "I let things be new. I listen to everyone's stories and don't promise an immediate decision. I no longer fear problems and unhappy people. I don't feel I have to come up with the right answer. I just encounter them and let them be," she said. It takes off some of the pressure and makes for a healthier community. "I walk as a free soul into the encounter with every other free soul. I really believe that the world is created fresh every second."

—SC

Melone spoke at the National Conference on Applied Ethics in Long Beach CA in spring 1997. Contact her at Foothill College, 12345 El Monte Road, Los Altos Hills CA 94022; (415) 949-7250; fax (415) 949-7375.

Academic Couples: Problems and Promises

Edited by Marianne A. Ferber and Jane W. Loeb, University of Illinois Press, 1997, 323 pages, $21.30 (softbound) Reviewed by Jill A. Jackson, doctoral student at University of North Texas.

When women left the labor force after World War II, it took until the 1970s for the number of working women to reach the same level as during the war. Today women continue to join the labor force, not as Rosie the Riveters but as highly educated professionals.

Often they marry academics, so more couples seek jobs at colleges and universities, changing the schools' hiring practices. Both academics and administrators need to know the effects of hiring an academic couple.

Academic Couples explores the implications of being part of a dual-earner couple. With chapters by 16 authors, editors Marianne A. Ferber and Jane W. Loeb explore the effects of an increase in the number of academic couples, family concerns, and awareness of nepotism. Chapters present varying points of view and authors have varied backgrounds.

> ***For women, there is a slight positive effect in having an academic partner.***

Starting from an historical perspective, *Academic Couples* travels through racial perspectives, and explores various effects of academic partnership on productivity and marketability. It considers current hiring arrangements, legal issues and the advisability of developing dual-career programs.

In the beginning

Chapter 3 by Linda M. Perkins explains the interaction of time, race and gender in academics. "The first generation of educated white women were portrayed as virtual freaks of nature and unmarriageable," she notes. Studies from the 1800s claimed a scientific basis for the assertion that white women and all African Americans were inferior to white males both in intellect and physiology.

African Americans were miles ahead of whites in their attitudes toward the education and employment of women. They believed in using all their resources, female and male alike. When an African American woman achieved a higher education, she was celebrated as a success and took quite seriously the obligation to use her knowledge to further her race. While academic couples and commuter marriages were not uncommon among early black academics, sexism still existed.

Current research on academic couples

In Chapter 2, Paula E. Stephan and Mary Mathewes Kassis use case study methods to evaluate historically the gender composition of five U.S. institutions of higher education. They also note the practice of hiring men may have been used by some schools in an attempt to raise the "quality" of instruction, as men were much more likely to hold PhDs and so bring higher status to the school.

In Chapter 5, Helen S. Astin and Jeffrey F. Milem analyze the advantages and disadvantages of being part of an academic couple for women and men. They also explore the differences experienced by academics with academic versus non-academic partners.

A national study of married, full-time faculty showed 40% of women and 35% of men had academic partners. For women, there is a slight positive effect in having an academic partner. They were more likely to work at four-year schools, have higher academic rank, have published more, and report less stress from family responsibilities and marital friction.

Conversely, being married to another academic may hinder the academic careers of males. Because highly educated couples tend to have more egalitarian views on sharing household chores, men take on more family responsibilities and may pay a career penalty similar to that paid by women on campus.

In Chapter 6 Marcia Bellas reports that a study of faculty in Illinois public and private universities showed little difference in scholarly productivity attributed to being part of an academic couple. This information could affect decisions by faculty and those hiring faculty.

Chapter 7, by Marianne Ferber and Emily P. Hoffman, explores effects of marital status, parental status, and spousal employment status on the rank and salary of a faculty member. They found for women, but not for men, being older decreases chances of employment at a research or doctoral granting university. Men with the most experience are more likely to work at lesser institutions, not at research universities. Contrary to intuitive knowledge, they found the number of children exerts a negative effect for men, but not for women!

In Chapter 8, Phyllis Hutton Raabe provides a comprehensive overview of how schools can support career and family success. She reports on a survey of provosts and academic VPs at 300 schools about 12 family-type policies: 74% had paid maternity leaves and 84% unpaid leaves, 44% had job assistance for spouses, and 36% make allowances for family needs in scheduling. Raabe explores issues such as job assistance for spouses, extended time for obtaining tenure, tenure for part-time faculty and eldercare programs.

In Chapter 11, Jane W. Loeb provides data on programs to help academic couples. For example, of 90 couples accommodated over 15 years, in no case did one partner leave and the other remain. This type of help is especially important in recruiting minorities.

These collected studies develop the broad range of issues facing higher education as the number of academic couples increases. The book also suggests alternative ways of thinking about hiring couples, and provides a solid base for future research. *Academic Couples* should prove equally useful as an introductory text or as a tool for continued study of the implications of academic partnership. ■

On Deadline: Magical Words

To an editor, the words *on deadline* have a magical quality. Not only do they mean the issue is about to go to bed — and we've been having some whales lately — but there's an urgency about the situation. When I include the words *on deadline* when leaving a message for editorial sources, it's code for "If you don't get back to me very soon, forget it." Even non-journalists seem to understand.

Another term we use is the *dropdeadline*. That's the one we give advertisers who try to hornswoggle their ads for job openings into an issue that's already closed. They call after the *deadline*, expecting us to cut them some slack. But for us, the *deadline* is the *dropdeadline*.

When is a deadline not a deadline?

Remember when "The only things you can be sure of are death and taxes?" So absolute was the tax deadline postal workers gave out coffee and cookies during the last few hours of April 15, as last-minute filers lined up at mailboxes before midnight. Now extensions to the filing deadline are automatic. And death? We're extending that deadline too, with machines to replace many body parts.

We've gotten very adept at interpreting the seriousness of deadlines. No longer are they absolute, unless of course it's an airline, train or bus. Even airlines are getting less anal, due to weather and mechanical factors. We don't want to take *any* risks there. Just last week I had to leave a wonderful talk by George Mason University's Herma Williams to catch a flight. But when it left late, I was angry at missing the end of her talk unnecessarily.

Deadlines remain absolute at daily newspapers. At the *Milwaukee Journal* in the 1960s, I never heard, "Stop the presses!" because any benefits would have to justify the huge extra expense. At the *Journal*, a hush settled over the cavernous newsroom after the 11 a.m. copy deadline. City desk reporters got back to calling for their evergreen material and features, and started working on tomorrow's assignments. The pace changed from frantic to leisurely.

As our society has loosened up, so has the respect given to time and deadlines. Virtually every *deadline* is now on a sliding scale, not an absolute. Consider how close you cut it in meeting these deadlines:

- **Job applications**. If it says "postmarked by," they mean business. If it says "received by," plan on a week for delivery. Or plan to plead...
- **Movies**. Plan on previews taking 15 minutes.
- **Bills**. Never pay them before they're due, except to sole proprietors, who should be paid by return mail.

Balancing the cost and the risk

Consider the consequences if we've cut it too close:

- **Assignments**: Some professors refuse to accept assignments after the deadline, while others take off points and still others say "Get it in when you can." What are they teaching their students?
- **Phone bills**: *WIHE* shares space with a struggling retail entrepreneur who cut it too close last month in paying his phone bill. He had no phone for a day.
- **Library books and videos**: It's only pennies in late fees, but some people plan their lives around how to get a book read by when it's due back at the library!
- **Bank deposits**: Bounced checks can be embarrassing.
- **City leaf pickup**: Having a 250-year-old oak tree and a maple with huge wavy leaves, I wait to rake until the last leaf has fallen. Unfortunately, this year the first snowfall preceded the last leaf falling, so I can only hope for a thaw before the last city leaf pickup for 1997.

Flexible deadlines

This oxymoron refers to goals rather than real deadlines. Fundraising campaigns, painting the bedroom for visiting dignitaries and getting the oil changed in the car by the sticker's mileage are examples of flexible deadlines. So are some job applications. The problem is, procrastination means it's still hanging over your head, contributing to a sense of never quite catching up, always being overdue and never really being in control of your life.

One benefit of ***WIHE*** being monthly is there's always an absolute deadline, unlike some scholarly publications that get six months behind. We must get the issue to the graphics shop, printer and mailer on schedule to fit into their work flow, and serve advertisers whose job openings have an application deadline.

Who's to blame for missed deadlines?

Those who internalize deadlines believe in taking personal responsibility for meeting them, just the opposite of the student whose dog ate her paper, grandmother died or alarm clock didn't go off. It takes maturity to admit "I blew it and I'm sorry. What can I do?"

Conversely, meeting a deadline can give a wonderful high. When you're gotten the job done on time despite all odds, postponing physical pleasure and chocolate, it shows who you really are. And, you get the last laugh.

Mary Dee

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